

DOCUMENT RESUME

ED 055 036

24

SP 005 269

AUTHOR

John, Thomas

TITLE

India's Regional Colleges of Education; A Critical Appraisal.

INSTITUTION

Ohio State Univ., Columbus. Research Foundation.

SPONS AGENCY

Office of Education (DHEW), Washington, D.C. Bureau of Research.

BUREAU NO

BR-8-E-075

PUB DATE

Jan 71

GRANT

OEG-5-9-455075-006 (010)

NOTE

348p.

EDRS PRICE

MF-\$0.65 HC-\$13.16

DESCRIPTORS

*Foreign Countries; *Program Evaluation; *Secondary School Teachers; *Teacher Education; *Teachers Colleges

IDENTIFIERS

India

ABSTRACT

This study was to discover the impact which the Regional College Teacher Education Program had upon India's secondary education in general and on other teacher education programs in particular. Criteria for evaluation were based on the specific objectives of the three groups of institutions selected: regional colleges, traditional colleges, and university departments of education. Random samples were selected from student teachers, secondary school teachers, faculty of teacher training institutions, and administrators of teacher education programs. The instruments used included four kinds of questionnaires, an observation checklist, and an interview schedule. The study was conducted in three phases: developing and validating criteria and instruments, administering the instruments and collecting the data, and analyzing the data and reporting. The findings indicated that the Indian educational system is almost ready to move toward the development of a model secondary school teacher preparation program, but at present India exemplifies only the worst of educational settings, and Indian secondary schools and training colleges in general impart a mediocre education. The regional colleges, however, do provide a well balanced program, but meet with opposition from the other institutions. The report includes 25 recommendations for improving this situation. The instruments used are included in the document. (MBM)

ED055036

Final Report

Project No.

Grant No. OEG-5-9 455075-006(010)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

India's Regional Colleges of Education: A Critical Appraisal

Thomas John
(Chairman, Graduate Department of Teacher Education,
The Federal City College
Washington, D.C.)
The Ohio State University
Research Foundation
Columbus, Ohio

January, 1971

The research reported herein was performed pursuant to a grant with the Office of Education, Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the context of the project. Points of view or opinions stated do not, therefore, necessarily represent official office of education position on policy

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

SP 005-269

TABLE OF CONTENTS

	<u>Page</u>
Preface	1
Summary	3
Purpose and Objectives	3
Method	4
Findings	5
Recommendations	9
 <u>Chapter</u>	
I APPROACH TO THE PROBLEM	12
Setting of the Problem	12
Objectives of the Evaluation Study	15
General Hypothesis in View	18
II THE REVIEW OF RESEARCH AND RELATED LITERATURE	20
III EVALUATION METHODOLOGY	25
Evaluation Model and Design	25
Sampling Procedure	28
Procedures Used for this Study	34
Development of Instruments	35
IV SPECIFIC HYPOTHESES AND CRITERIA USED FOR THE EVALUATION OF THE PROGRAM	38
Criteria Used for the Evaluation	39
V FINDINGS OF THE STUDY	61
Population Matrix in General	61
Student Teachers	61
Secondary School Teachers	109
College/University Faculty Members	139
Administrators	170
VI CONCLUSIONS AND RECOMMENDATIONS	201
Major Observations of the Study	202
Recommendations	211
Curriculum and Instruction	212
Instructional Staff	213
Administrative Organization of the Regional Colleges	214

TABLE OF CONTENTS - (Continued)

<u>Chapter</u>		<u>Page</u>
	Program Offerings	214
	Instruments for Evaluation	220
		221
REFERENCES		
<u>Appendix</u>		
A	QUESTIONNAIRE FOR STUDENT TEACHERS	223
B	QUESTIONNAIRE FOR SECONDARY TEACHERS	241
C	QUESTIONNAIRE FOR UNIVERSITY AND COLLEGE FACULTY	257
D	QUESTIONNAIRE FOR THE ADMINISTRATORS	277
E	LIST OF REGIONAL COLLEGES UNDER STUDY	303
F	LIST OF TRADITIONAL COLLEGES SELECTED FOR THE STUDY	307
G	LIST OF UNIVERSITY DEPARTMENTS OF EDUCATION SELECTED FOR THE STUDY	313
H	THE INITIAL SAMPLE USED FOR THE VALIDATION OF INSTRUMENTS	317
I	OBSERVATION CHECKLIST USED IN THE STUDY	321
J	INTERVIEW SCHEDULES USED IN THE STUDY	331
		343
BIBLIOGRAPHY		

LIST OF TABLES

<u>Table No.</u>		<u>Page</u>
1	NUMBER AND PERCENTAGE OF TRAINED SECONDARY SCHOOL TEACHERS IN EACH OF THE INDIAN STATES	13
2	NUMBER AND TYPES OF SAMPLES SELECTED FOR THE STUDY	33
3	FREQUENCY AND PERCENTAGE OF ALL THE RESPONDENTS BY INSTITUTIONAL CATEGORIES	62
4	STATES AND REGIONS REPRESENTED IN THE STUDY	63
5	SUBJECTS' AGE	64
6	SUBJECTS' SEX	65
7	SUBJECTS' MARITAL STATUS	67
8	TYPE OF TRAINING PROGRAMS THAT THE STUDENT TEACHERS ARE NOW ATTENDING	68
9	MAJOR AND MINOR AREAS OF ALL THE STUDENT TEACHERS	69
10	FINAL GRADES OBTAINED BY THE STUDENT TEACHERS AT THE HIGH SCHOOL AND COLLEGE	70
11	PRIMARY REASONS FOR THE STUDENT TEACHERS TO CHOOSE THEIR PRESENT COLLEGE FOR THEIR TRAINING	71
12	THE AVERAGE SIZE OF THE CLASS IN WHICH THE STUDENT TEACHERS ARE STUDYING	72
13	THE TRAINING AND EXPERIENCE OF THE STAFF AS WAS RATED BY THE STUDENT TEACHERS	73
14	TEACHING ABILITY OF THE TRAINING COLLEGE FACULTY AS WAS OBSERVED BY THE STUDENT TEACHERS	74
15	OPPORTUNITY FOR FORMAL OR INFORMAL CONFERENCES WITH THE FACULTY AS WAS EXPERIENCED BY THE STUDENT TEACHERS	74
16	FACULTY WILLINGNESS TO HELP AND GUIDE THE STUDENTS AS WAS EXPERIENCED BY THE STUDENT TEACHERS	75
17	BUILDING AND FACILITIES OF THE TRAINING COLLEGES AS WAS OBSERVED BY THE STUDENT TEACHERS	76

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
18	AVAILABILITY OF DORMITORY FACILITIES AT THE TRAINING COLLEGES	76
19	LIBRARY FACILITIES OF THE TRAINING COLLEGES AS WAS OBSERVED BY THE STUDENT TEACHERS	77
20	LABORATORY FACILITIES OF THE TRAINING COLLEGES AS WAS OBSERVED BY THE STUDENT TEACHERS	78
21	AVAILABILITY OF AUDIO-VISUAL EQUIPMENT AT THE TRAINING COLLEGE AS WAS OBSERVED BY THE STUDENT TEACHERS	78
22	TRAINING COLLEGE COURSES AND THEIR PRACTICAL USE TO THE CLASSROOM TEACHERS AS WAS OBSERVED BY THE STUDENT TEACHERS	79
23	FACILITIES FOR EXTRACURRICULAR ACTIVITIES AS WAS OBSERVED BY THE STUDENT TEACHERS	80
24	THE DESIRABILITY OF THE EXISTING EXAMINATION SYSTEM AS WAS EXPERIENCED BY THE STUDENT TEACHERS WHILE UNDER TRAINING	80
25	THE METHODS AND TECHNIQUES OF INSTRUCTION USED AT THE TRAINING COLLEGES AS WAS EXPERIENCED BY THE STUDENT TEACHERS	81
26	PERSONAL GUIDANCE AND SUPERVISION GIVEN BY THE TRAINING COLLEGE FACULTY TO THE STUDENT TEACHERS DURING THE STUDENT TEACHING	82
27	THE BREADTH AND DEPTH OF THE STUDENT TEACHING PROGRAM AS EXPERIENCED BY THE STUDENT TEACHERS THEMSELVES	82
28	THE EXTENT OF COOPERATION RENDERED BY THE LOCAL SCHOOLS TO THE STUDENT TEACHERS DURING THEIR STUDENT TEACHING PERIOD	83
29	THE DEGREE OF BALANCE BETWEEN THEORY AND PRACTICE IN THE TRAINING COLLEGES AS OBSERVED BY THE STUDENT TEACHERS	84
30	THE EXTENT TO WHICH THE VOCATIONAL OR JOB-ORIENTED TRAINING AND GUIDANCE IS GIVEN AT THE TRAINING COLLEGES AS EXPERIENCED BY THE STUDENT TEACHERS	85

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
31	THE DEGREE OF EMPHASIS ON EDUCATIONAL RESEARCH IN THE TRAINING PROGRAM AS OBSERVED BY THE STUDENT TEACHERS	85
32	MORAL AND RELIGIOUS INSTRUCTIONS IMPARTED AT THE TRAINING COLLEGES FOR THE CHARACTER FORMATION OF STUDENT TEACHERS	86
33	THE EXTENT TO WHICH THE BASIC OBJECTIVES OF THE TRAINING COLLEGES WERE UNDERGOING BY THE STUDENT TEACHERS	87
34	THE SUCCESS OF THE EXISTING EVALUATION PATTERNS OF THE TRAINING COLLEGES AS WAS VIEWED BY THE STUDENT TEACHERS	87
35	THE OVERALL IMPRESSION OF THE STUDENT TEACHERS ABOUT THE TRAINING COLLEGE PROGRAM	88
36	LARGE NUMBER OF COURSES OFFERED AT THE TRAINING COLLEGES ARE INTERESTING AND USEFUL TO THE STUDENT TEACHERS	88
37	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THERE IS VERY LITTLE PLACE FOR EXTRACURRICULAR ACTIVITIES IN THE TRAINING COLLEGES	89
38	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THEY HAVE JOINED THE TRAINING COLLEGE SIMPLY BECAUSE NO OTHER IMMEDIATE PLANS HAD MATERIALIZED	90
39	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT MOST PEOPLE IN TEACHING WOULD LEAVE THE PROFESSION FOR A BETTER POSITION, SHOULD THEY BE GIVEN A CHANCE	90
40	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT INTELLIGENT AND HIGHLY COMPETENT PEOPLE TAKE JOBS OTHER THAN TEACHING	91
41	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THOSE WHO ACCEPT TEACHING AS THEIR CAREER DOES SO SIMPLY FOR AN INCOME	92
42	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE TRAINING COLLEGES TEACH SEVERAL SUBJECTS THAT HAVE LITTLE OR NO PRACTICAL VALUE	92

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
43	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE TIME SPENT FOR TEACHING COULD HAVE BEEN USED MORE PRODUCTIVELY IN SOME OTHER FIELD OR AREA	93
44	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT TEACHING IS A NOBLE PROFESSION	93
45	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT MOST OF THEIR PROFESSORS ARE AWARE OF STUDENT NEEDS	94
46	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THEY LOST INTEREST IN THEIR STUDIES AFTER DISCOVERING THE DIFFICULTIES IN OBTAINING A JOB UPON THEIR GRADUATION	95
47	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT MOST TEACHERS LIKE TO EXERCISE THEIR AUTHORITY UPON THEIR STUDENTS	96
48	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT IT IS NOT WORTH THE TIME AND MONEY ONE MUST SPEND TO GET A TEACHER'S TRAINING	96
49	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT SOME OF THE CLASSES THEY ATTEND ARE SO BORING THAT THE STUDENTS HARDLY LEARN ANYTHING FROM THEM	97
50	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT THEY ARE TAKING COURSES AT THE TRAINING COLLEGE, WHICH HAVE NO PRACTICAL VALUE	98
51	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE GENERAL GUIDANCE AND INDIVIDUAL ASSISTANCE GIVEN AT THE TRAINING COLLEGE ARE QUITE SATISFACTORY TO BEGIN THEIR TEACHING CAREER	98
52	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE COURSE WORK AT THE TRAINING COLLEGE IS QUITE RELEVANT FOR THEIR PROFESSIONAL PREPARATION	99
53	THE NUMBER AND PERCENTAGE OF COURSES IN WHICH THE STUDENT TEACHERS EXPERIENCED SUPERIOR INSTRUCTIONS AT THE TRAINING COLLEGE	100

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
54	THE NUMBER AND PERCENTAGE OF THE COLLEGE FACULTY WHOM THE STUDENT TEACHERS FELT ARE OUTSTANDING	100
55	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO EXPRESSED SATISFACTION IN THE EXISTING COLLEGE FACILITIES, EQUIPMENT, AND INSTRUMENTAL MATERIALS	101
56	THE DEGREE TO WHICH THE TRAINING PROGRAM INFLUENCED AND ENCOURAGED THE STUDENT TEACHERS TO CONTINUE REMAINING IN THE TEACHING PROFESSION	102
57	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT MANY OF THEIR PROFESSORS DON'T KNOW THE OBJECTIVE'S OF THE COURSES THEY TEACH	103
58	THE NUMBER AND PERCENTAGES OF THE STUDENT TEACHERS WHO FEEL THAT TEACHING IS NOT AS MONOTONOUS AS THEY THOUGHT THAT THEY WOULD BE	103
59	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT THE TRAINING THAT THEY ARE GETTING IS QUITE ADEQUATE TO PURSUE A SUCCESSFUL TEACHING CAREER	104
60	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT TEACHERS SHOULD CONSTANTLY UPDATE THEIR KNOWLEDGE FOR SUCCESSFUL TEACHING	104
61	THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE ONE-YEAR TEACHER TRAINING IS NOT ADEQUATE ENOUGH TO PREPARE A PROFESSIONAL TEACHER	105
62	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT THEIR PROFESSORS SHOULD HAVE HAD SPECIAL TRAINING TO TEACH IN THE TRAINING COLLEGE	106
63	THE FUTURE EDUCATIONAL PLANS FOR ALL THE STUDENT TEACHERS AS THEY FORESEE THEM NOW	107
64	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO ARE EXTREMELY INTERESTED IN THE FOLLOWING ACTIVITIES	108
65	THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO THINK THAT THEY WOULD AGAIN CHOOSE TO GO INTO TEACHING, SHOULD THEY BE GIVEN A CHANCE TO BEGIN THEIR UNDERGRADUATE PROGRAM FOR THE SECOND TIME	109

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
66	THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS BY THEIR MAJOR AREAS OF SPECIALIZATION	110
67	THE NUMBER OF YEARS OF TEACHING EXPERIENCE THE SECONDARY SCHOOL TEACHERS POSSESS	111
68	THE AVERAGE SIZE OF THE SCHOOL THE SECONDARY SCHOOL TEACHERS ARE TEACHING AT PRESENT	112
69	THE NUMBER OF TEACHERS WHO TEACH SUBJECTS OUTSIDE OF THEIR AREA OF SPECIALIZATION	113
70	THE FACTORS WHICH MADE THE TEACHERS TO CONSIDER TEACHING AT THE PRESENT INSTITUTION	114
71	THE STAGES AT WHICH THE SECONDARY SCHOOL TEACHERS COMMITTED THEMSELVES FOR THE TRAINING CAREER	115
72	THE FACTORS WHICH ATTRACTED THE SECONDARY SCHOOL TEACHERS TO THE TEACHING CAREER	116
73	THE EXTENT TO WHICH THE SECONDARY SCHOOL TEACHERS FELT THAT THE TEACHER TRAINING THEY GOT WAS APPROPRIATE FOR UNDERTAKING A SUCCESSFUL TEACHING CAREER	117
74	THE SUITABILITY OF THE TRAINING COLLEGE PROGRAM (COURSES OF INSTRUCTION) AS THE SECONDARY SCHOOL TEACHERS VIEW THEM FROM A PRACTICAL STANDPOINT	118
75	THE SECONDARY SCHOOL TEACHERS PERSONAL RELATIONSHIP AND INTERACTION WITH THEIR TRAINING COLLEGE FACULTY	119
76	THE TRAINING COLLEGE COURSES IN WHICH THE SECONDARY SCHOOL TEACHERS EXPERIENCED SUPERIOR INSTRUCTION	120
77	CHARACTERISTICS OF THE ENTIRE TEACHING TRAINING PROGRAM THE SECONDARY SCHOOL TEACHERS HAD GONE THROUGH	121
78	THE ADEQUACY OF THE TRAINING COLLEGE FACILITIES AND EQUIPMENT AS WAS FELT BY THE SECONDARY SCHOOL TEACHERS WHILE THEY WERE UNDER TRAINING	122
79	THE EXTENT TO WHICH MODERN INSTRUCTIONAL PROGRAMS ARE PRACTICED BY THE SECONDARY SCHOOL TEACHERS IN THEIR RESPECTIVE SCHOOLS	123

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
80	THE NUMBER OF SECONDARY SCHOOL TEACHERS WHO FEEL THAT THE MORAL AND RELIGIOUS INSTRUCTIONS ARE PROPERLY HELD IN THEIR SCHOOLS	124
81	THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS WHO TAKE PART IN PROFESSIONAL ACTIVITIES OF DIFFERENT KINDS	125
82	THE INTEREST AND ATTITUDE OF THE SECONDARY SCHOOL TEACHERS TOWARD TEACHING PROFESSION	126
83	THE EXTENT TO WHICH THE SECONDARY SCHOOL TEACHERS ARE COMMITTED TO THE TEACHING PROFESSION	127
84	SECONDARY SCHOOL TEACHERS' ATTITUDE TOWARD CHANGE IN EDUCATION	128
85	THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS WHO ARE FAMILIAR WITH THE EVALUATION TECHNIQUES	129
86	THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS WHO THINK THAT THE EXISTING TEACHING EDUCATION PROGRAM NEEDS NO CHANGE	130
87	THE NUMBER OF TEACHERS WHO FEEL THAT CLASSROOM INSTRUCTION IS THEIR PRIMARY TASK AND NOT RESEARCH	131
88	THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS WHO FEEL THAT STRICT DISCIPLINE SHOULD BE MAINTAINED IN CLASSROOMS	131
89	THE NUMBER OF TEACHERS WHO FEEL THAT A TEACHER DOMINATED CLASSROOM IS VERY DESIRABLE TO CREATE AN IDEAL CLASSROOM ATMOSPHERE	132
90	THE NUMBER OF TEACHERS WHO FEEL THAT THEIR PRESENT SALARY IS REASONABLE AND ATTRACTIVE	133
91	THE NUMBER OF TEACHERS WHO FEEL THAT THEIR PROFESSIONAL AND CONTENT KNOWLEDGE ARE QUITE ADEQUATE - THAT THEY NEED NO IN-SERVICE TRAINING	134
92	THE NUMBER OF TEACHERS WHO FELT THAT THEIR TEACHER TRAINING ENCOURAGED THEM TO TAKE PART IN VARIOUS COMMUNITY ACTIVITIES	135

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
93	THE NUMBER OF TEACHERS WHO FEEL THAT THEY HAVE HELPED TO ELIMINATE ILLITERACY FROM THEIR COMMUNITY THROUGH THEIR OWN PERSONAL EFFORTS	136
94	THE NUMBER OF SECONDARY SCHOOL TEACHERS WHO FEEL THAT MORE AND MORE HIGH SCHOOLS SHOULD OFFER VOCATIONAL SUBJECTS AS A PART OF THEIR REGULAR CURRICULUM	137
95	THE NUMBER AND PERCENTAGE OF TEACHERS WHO FEEL THAT THERE IS NO TIME AND OPPORTUNITY AT THEIR SCHOOL TO PRACTICE THE THEORETICAL KNOWLEDGE THEY HAVE GAINED AT THE TRAINING COLLEGE	138
96	THE NUMBER AND PERCENTAGE OF TEACHERS WHO HAD TO WAIT FOR A YEAR OR MORE BEFORE THEY COULD GET A TEACHING POSITION	138
97	THE NUMBER OF TEACHERS WHO FELT THAT THE ADMISSIONS STANDARDS FOR THE TEACHING PROFESSION SHOULD BE MORE RIGID TO GET QUALITY TEACHERS FOR THE NATIONS SCHOOLS	139
98	THE NUMBER OF TEACHERS WHO FEEL THAT TEACHING IS SOMETHING MORE THAN JUST A PAYING JOB TO THEM	140
99	THE NUMBER AND PERCENTAGE OF TEACHERS WHO FELT THAT THEIR PROFESSIONAL KNOWLEDGE SHOULD BE UPDATED EACH YEAR TO COPE WITH THE UPDATED INFORMATION IN THEIR AREA OF SPECIALIZATION	140
100	MARITAL STATUS OF ALL THE COLLEGE AND UNIVERSITY FACULTY MEMBERS WHO PARTICIPATED IN THE STUDY	141
101	EDUCATIONAL QUALIFICATION OF THE FACULTY MEMBERS, INCLUDING THE TEACHER TRAINING	142
102	OFFICIAL STATUS OF THE FACULTY MEMBERS AS THEY ARE DESIGNATED IN THEIR COLLEGE RECORDS	143
103	THE TEACHING EXPERIENCE THE FACULTY HAS IN THE SAME OR DIFFERENT COLLEGE(S)	144
104	THE PROFESSIONAL CATEGORIES IN WHICH THE FACULTY BELONGED, PRIOR TO THEIR ASSUMING THE PRESENT POSITION	145

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
105	THE FACTORS WHICH ATTRACTED THE FACULTY TO THEIR PRESENT POSITION	146
106	AVERAGE DAILY TEACHING LOAD OF THE FACULTY MEMBERS	147
107	THE NUMBER OF FACULTY MEMBERS WHO HAVE CONDUCTED ANY EDUCATIONAL RESEARCH	148
108	THE NUMBER OF FACULTY MEMBERS WHO HAVE DEVELOPED EITHER A NEW METHOD OR TECHNIQUE IN TEACHING	148
109	THE NUMBER OF FACULTY MEMBERS WHO HAVE PUBLISHED ANY OF THEIR RESEARCH WORKS	149
110	THE DIFFERENT TYPES OF COMMUNITY SERVICE THAT THE FACULTY MEMBERS ARE ENGAGED IN	150
111	SELF EVALUATION: OWN TRAINING AND EXPERIENCE TO TEACH IN A TRAINING COLLEGE	151
112	SPECIFIC INTEREST AS WAS EVIDENCED IN TEACHER TRAINING	151
113	KNOWLEDGE IN THE LATEST TEACHING METHODS AND TECHNIQUES	152
114	FACULTY WILLINGNESS TO INTRODUCE OR ADAPT TO "CHANGE" IN THE TEACHING PROFESSION	152
115	FACULTY BELIEF IN THEORY OVER PRACTICE IN TEACHER TRAINING	153
116	FACULTY INTEREST TO UNDERTAKE COOPERATIVE TEAM WORKS AT THE COLLEGE	154
117	FACULTY ABILITY TO CONDUCT THE INTERNAL ASSESSMENTS OF THEIR STUDENTS	155
118	FACULTY ABILITY TO DO EDUCATIONAL RESEARCH	155
119	FACULTY WILLINGNESS TO TRY NEW IDEAS IN TEACHING	156
120	FACULTY CAPABILITY TO WRITE AND PUBLISH IN THE PROFESSIONAL JOURNALS	156
121	INNOVATIVENESS OF THE FACULTY MEMBERS AS THEY FEEL ABOUT THEMSELVES	157

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
122	FACULTY COMMITMENT TO THE TEACHING PROFESSION	157
123	THE OVERALL IMPRESSION OF THE FACULTY ABOUT THEIR TRAINING COLLEGES	159
124	THE OVERALL IMPRESSION OF THE FACULTY ABOUT THEIR TRAINING COLLEGE PROGRAMS	160
125	THE FREQUENCY AND PERCENTAGE OF THE FACULTY WHO FEEL THAT TEACHER TRAINING SHOULD BE FOR FOUR-YEARS	161
126	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE ONE-YEAR BACHELOR OF TEACHING (B.T.) PROGRAM IS QUITE SATISFACTORY AND IT NEEDS NO CHANGE	161
127	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT TEACHING IS A PROFESSION EQUAL TO THAT OF ENGINEERING OR MEDICINE	162
128	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THOSE WHO TURN TO TEACHING AS A LAST RESORT SHOULD BE DISCOURAGED	162
129	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THERE SHOULD BE MORE STRICT SELECTION PROCEDURES TO RECRUIT PEOPLE TO THE TEACHING PROFESSION	163
130	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE PROMOTION AND PERIODIC RAISE OF THE TEACHERS SHOULD BE BASED ON THE EDUCATIONAL QUALIFICATION, TEACHING ABILITY AND PROFESSIONAL QUALIFICATIONS OF THE INDIVIDUAL CONCERNED	164
131	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT PART OF THE TEACHER TRAINING SHOULD BE VOCATIONAL INSTRUCTION	164
132	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE TEACHER TRAINING COLLEGES SHOULD HAVE A LIST OF SPECIFIC OBJECTIVES, OVER AND ABOVE THE GENERAL OBJECTIVES	166
133	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT TRAINING COLLEGES SHOULD BE CENTERS OF RESEARCH AND EXPERIMENTATION	166

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
134	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT TEACHING IS THE PRIMARY TASK OF THE TRAINING COLLEGES AND RESEARCH SHOULD BE SUBSERIVENT TO IT	167
135	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT CURRICULUM SHOULD BE SUBJECTED TO PERIODIC EVALUATION	167
136	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE FACILITIES, EQUIPMENT, AND PROGRAM AS A WHOLE OF THEIR COLLEGE ARE QUITE SUFFICIENT TO PREPARE GOOD TEACHERS	168
137	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT EVERY PROFESSOR IN A TEACHER TRAINING COLLEGE OUGHT TO HAVE SOME SPECIAL TRAINING TO TEACH THE STUDENT TEACHERS	168
138	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THEIR COLLEGE IS WELL-STAFFED IN ORDER TO IMPART A PROPER TEACHER TRAINING TO THEIR STUDENTS	169
139	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT EACH TRAINING COLLEGE SHOULD BE ALLOWED TO CONDUCT THE FINAL EVALUATION OF ITS STUDENTS	169
140	THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT INTERNAL ASSESSMENTS ARE OFTEN BIASED AND THEREFORE THEY CANNOT BE USED AS THE PRIMARY BASIS FOR EVALUATION	170
141	ADMINISTRATORS AGE	171
142	THE ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATIONS IN TERMS OF THE HIGHEST DEGREE THEY POSSESS	172
143	THE MAJOR AREAS OF STUDY OF THE ADMINISTRATORS	173
144	NUMBER OF ADMINISTRATORS WHO HAVE A DEGREE IN EDUCATION AND THE NATURE OF SUCH DEGREE(S)	174
145	NUMBER OF ADMINISTRATORS WHO HAVE SPECIALIZED TRAINING IN SCHOOL/COLLEGE ADMINISTRATION	174
146	THE SPECIFIC TRAINING WHICH MIGHT HAVE HELPED THE ADMINISTRATORS TO GET THEIR PRESENT POSITION	175
147	THE LENGTH OF SERVICE OF THE ADMINISTRATORS IN THEIR PRESENT CAPACITY	176

LIST OF TABLES - (Continued)

<u>Table No.</u>		<u>Page</u>
148	THE METHOD OF PROFESSIONAL PROCEDURE BY WHICH THE ADMINISTRATORS ACHIEVED THEIR PRESENT POSITION	177
149	THE DIFFERENT PROFESSIONAL OR EDUCATIONAL ACTIVITIES WHICH TOOK PLACE AT THE TRAINING COLLEGE DURING THEIR ADMINISTRATION	178
150	THE NUMBER OF YEARS OF TEACHING EXPERIENCE OF THE ADMINISTRATORS	180
151	THE ORDER IN WHICH THE FACULTY MEMBERS ARE SUPERVISED BY THE ADMINISTRATORS	181
152	TYPE OF EVALUATION PRACTICED BY THE ADMINISTRATORS TO ASSESS THEIR FACULTY MEMBERS	182
153	THE DEGREE TO WHICH THE ADMINISTRATORS FEEL THAT THE EXISTING PROGRAM, FACILITIES, EQUIPMENT, AND PERSONNEL OF THEIR COLLEGE ARE SUITABLE TO PREPARE WUALITY TEACHERS FOR THE NATIONS SCHOOLS	183
154	ADMINISTRATORS' OPINIONS, ATTITUDE, AND INTEREST IN VARIOUS ASPECTS OF THE TEACHER TRAINING PROGRAM	192
155	THE CHANGES THAT THE ADMINISTRATORS FEEL SHOULD BE INTRODUCED IN THE PRESENT TEACHER TRAINING PROGRAM	198
156	THE NUMBER OF ADMINISTRATORS WHO BELIEVE THAT THEY WOULD BECOME TEACHERS, SHOULD THEY BE GIVEN A CHANCE TO BEGIN THEIR CAREER AGAIN	199

PREFACE

Like most research studies, this project has been a cooperative endeavor which has benefited from the talents, efforts, and ideas of many persons. In addition to the Bureau of Research of the U.S. Office of Education, the following persons have made substantial contributions to this study.

Sincere appreciation should be expressed to Dr. D. Alexander Severino, Associate Dean of the College of Education and Direction of the India Education Project at The Ohio State University, who patiently gave his time and professional expertise to bring this project to fruition. His leadership and insightful contributions pervade the total project.

Professor Donald P. Cottrell, former Dean of the College of Education, provided needed assistance in developing and validating the criteria and instrument for the study.

Professor Robert B. Sutton spent a great deal of time correcting and editing, as well as making suggestions about the content and format of the first phase of the study, which became the dissertation of the principal investigator. The professional services which he provided so abundantly are gratefully acknowledged.

The actual administration of the instruments and data collection were done by Dr. Wayne E. Schroeder, Chief of Party, The Ohio State University Education Faculty in India. Without his help it would have been impossible to conduct this study from across the ocean. The service that he and his office staff rendered is acknowledged with thanks.

Dr. J. K. Shukla, Chairman of the Department of Teacher Education, National Institute of Education (NIE); Dr. R. C. Das, Principal, RCE Bhubaneswar; Mr. P. D. Sharma, Principal, RCE Bhopal, and Miss. A. Chari, Principal, RCE Mysore and their staff have rendered every possible assistance to arrange interviews with other educators, conferences with their own faculty and students, and providing temporary accommodation to the project staff while on their campus. It was their interest and enthusiasm which made this study a success. Their contributions are gratefully acknowledged.

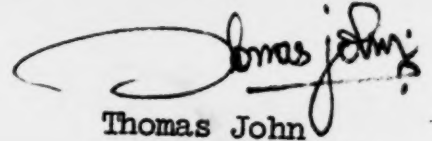
Dr. Dorothy Jackson, Research Specialist at The Ohio State University, took great care in coordinating the data processing part of this project. Without her sincere efforts it would not have been possible to get the data processed quickly. The input that she made deserves special thanks.

The personal appreciation of the Project Director is extended to Mr. Richard Wright who helped to secure funds for the project, and Mr. Richard Hill who acted as the project administrator at the Ohio

State University Research Foundation, Mr. Chester Ball, also from the OSU Research Foundation, provided his professional knowledge in setting the format of this report which is an awesome task in itself.

Special thanks are due to Dr. Walter Hewick, Associate Professor, The Federal City College, for his assistance in editing the manuscript.

Finally, we are deeply indebted to those noted educators, students, and teachers, both in the United States and in India, who gave so untingly of themselves by attending individual and group conferences, answering long questionnaires, and openly discussing the problems and issues facing the secondary education program of India.



Thomas John
Project Director

SUMMARY

The College of Education of The Ohio State University, in cooperation with the Agency for International Development (AID), has been assisting India for the improvement of its secondary education program for the past 14 years. Although their first attempt in 1956 was to work through Development Centers to improve the secondary education as a whole, later they turned their attention toward secondary school teacher preparation programs through the Regional Colleges of Education (RCE). Originally RCE's were designed as the Indian region of the American teacher training colleges with four-year teacher education programs to prepare teachers for the Multipurpose Secondary Schools. As the Multipurpose High School idea was phased out, RCE's shifted their emphasis to secondary school teacher education in general, with special thrust on research and experimentation of new ideas in education. Although the colleges have been in operation for almost a decade now, no systematic evaluation has been conducted to discover their effectiveness in the overall improvement of secondary school teacher education in India.

Purpose and Objectives

The purpose of the study was to find out the impact Regional College Teacher Education Program had upon India's secondary education in general, and other teacher education programs in particular. This has been the first attempt ever made to determine the effectiveness of RCE programs through a product evaluation. The specific objectives of the study were:

1. To assess the effectiveness of Regional Colleges of Education in India in terms of their stated objectives.
2. To measure the influence of RCE's upon the secondary school teacher preparation program in each of the four regions under study.
3. To compare the RCE program with other teacher education programs in India, which have not received direct U.S. assistance.
4. To discover possible problems or constraints that confront both RCE and other teacher training institutions in the country.
5. To make, on the basis of the findings, recommendations for the increased efficiency of teacher training programs in India.

Method

The CIPP model developed by Daniel L. Stufflebeam of The Ohio State University Evaluation Center has been adopted to serve as the framework for this evaluation. A post-test only - Comparison Group Design - has been used for the evaluation because of the difficulties involved in conducting the pretest. The preprogram equivalence of the comparison groups has been assured through randomization.

Criteria for the evaluation have been developed based on the specific objectives of the three groups of institutions selected for the study. Stratified random sampling techniques have been used to select the samples from the Regional Colleges, Traditional Colleges, and the University Departments of Education. The four major populations from which the samples were selected were the Student Teachers, Secondary School Teachers Administrators.

The instruments used to collect the data for the evaluation include: four kinds of questionnaires, an observation checklist, and an interview schedule. They were all pretested on a small sample of Indian educators to assure the validity and reliability of the instruments.

The questionnaires were administered through the principals of the four Regional Colleges, Ministry of Education of the Government of India, and the State Boards of Education. The interviews and observations were conducted by the principal investigator himself by visiting the schools and colleges throughout India during the Summer of 1969.

The study was conducted in three phases: (1) Development and validation of criteria and instruments; (2) Administering the Instruments and Collecting the Data; and (3) Analyzing the Data and Reporting. The study, as a whole took two years to complete -- six months longer than the scheduled time limit -- due to unforeseen constraints which cropped up.

An extensive review of research and related literature was conducted during the first phase of the study. It was helpful to determine the type of evaluation design to be used and to trace the historical background of the problem under study. An attempt was also made to determine any extensive evaluation that might have been done by various Indian and American universities and agencies who work under AID or similar overseas programs to improve fields other than education in India, or in any of the developing nations.

One hundred and one (one-third of the total number of training colleges in India as of February, 1968) traditional colleges and university departments of education were contacted for the names and addresses of their present enrollment, graduates since 1966, faculty who have complete instructional responsibility, and administrators, including the department chairman. Forty-seven of the 101 institutions contacted

sent back the requested information, and a sample was selected for collecting the actual data from 37 of the responded institutions.

Findings

The Indian educational system is almost ready to move toward the development of a model secondary school teacher preparation program. However, India with its overpopulation, illiteracy and unemployment rates, and obsolete schools and schooling, is at present the countries only exemplary of a mediocre educational setting. The Government of India and the State Governments cannot continue to tolerate such a situation, especially when educators are ready to move ahead with improved ideas.

The major findings were:

1. Indian secondary schools and training colleges impart mediocre education, in general.
2. The majority of secondary schools have large concentrations of economically and socially disadvantaged children and undertrained teachers.
3. Secondary schools generally operate under traditional systems with a rigid schedule and curriculum, which produce drones for the society.
4. Most training colleges do not have a proper measurement of the extent of their help to the local schools, and the schools, in turn, are helping students attain educational objectives.
5. The training colleges have no systematic evaluation of their faculty and program.
6. The training colleges, as a whole, are not adequate to the task of providing quality education to the student teachers.
7. The Regional Colleges do provide a well balanced training program to their students - liberal, professional, and specialized education.
8. The RCE students, faculty and administrators are younger in age and higher in aspirations.
9. The RCE students have had better scholastic achievements at the high school level than either TCE or UDE students.

10. The admissions procedures of RCE are more professional in nature than either TCE or UDE.
11. Irregularities do prevail in TCE's and UDE's to the extent of bribes, both in admissions and in external examinations.
12. RCE's have smaller classes, better instructional facilities, and a "custom tailored" training program than either TCE's or UDE's.
13. In spite of its operation for the last six years, RCE's and their programs are not yet popular among the Indian people.
14. RCE students claim however, that it was the reputation of their institutions which attracted them to their training program.
15. The RCE demonstration schools are excellent laboratory schools and none of the other training colleges have anything comparable to them.
16. The vocational training program of TCE's is a failure in many respects - the cost is very high and the marginal return is very low.
17. The RCE graduates have a great problem in finding teaching positions in the nation's secondary schools because of the prejudicial outlook of the employers or sometimes just because of the appointing authorities.
18. The internal assessment program is a great success in RCE's. But very few of the other training colleges have introduced the system.
19. The stipend given to student teachers' in RCE's is not creating any incentive; instead it makes them all the more negligent in their studies.
20. The RCE's are overstaffed in many departments and understaffed in some departments.
21. There is a great deal of professional jealousy among Indian educators, especially among TCE and UDE educators toward their counterparts in RCE's. Most of them want the RCE's closed.

22. The education faculty of RCE's have been treated as second class citizens of their institution, although the college has been started to prepare teachers in all subjects.
23. The students and faculty of RCE's enjoy unlimited freedom on their campuses. The students receive a one-to-one ratio of instruction from their faculty members.
24. The faculty of RCE's enjoy a better salary than either TCE or UDE faculty.
25. The teachers are still the lowest paid of professional people with an equivalent educational background.
26. The RCE curriculum is more practice-oriented and life-centered.
27. The "practice teaching" is not very effective in TCE's and UDE's. The student teachers are not exposed to anything more than classroom instruction during their "practice teaching" experience.
28. There is very close cooperation between the training college and local schools.
29. There is proper balance between theory and practice in RCE's, whereas there is little or no such balance in TCE's and UDE's.
30. The Regional Colleges have failed to fulfill their research commitment so far, by their program of activities.
31. There is little cooperation among training colleges either in program planning, or research, or any other matter of mutual interest.
32. The morale of RCE faculty has been affected considerably by the rumor spread by other educators that the "Regional Colleges will be closed."
33. The RCE students, faculty and administrators are so committed to the teaching profession that practically no one wants to turn away from it even if they are given a second chance for it.
34. Teaching as a profession commands very little respect among the common people in India.

35. The guidance and counseling services available in RCE's are far from satisfactory.
36. There are very few distinguished professors on the RCE faculty, although there are a few with the Ph.D. degree. However, RCE has more qualified professors than either TCE or UDE.
37. The RCE faculty members who completed at least part of their training in a foreign institution seem to do more creative teaching than their counterparts trained in India.
38. Very few of the RCE students want to start teaching in a high school immediately after their graduation. In fact, most of them intend to teach in colleges rather than high schools upon completion of their master's degree or even the Ph.D. degree.
39. Both training colleges and secondary schools have relatively younger students and teachers at present.
40. RCE's do promote better integration of states and their people through the interstate recruitment of students and faculty, regional and rational language instruction, English as the medium of instruction, and interstate seminars and conferences.
41. None of the training colleges have a moral or religious instruction strictly geared toward character development.
42. Teachers, as a professional group, hate "change;" most of them prefer to stick with their traditional methods.
43. The Regional Colleges played an active role in organizing and conducting in-service training in various subjects throughout the country.
44. The training colleges still have a large number of untrained faculty members to train the student teachers.
45. The teaching load of both college and high school teachers is so high that they find little time to do research.
46. Dissatisfaction is rampant with the one-year teacher training program, which in essence, provides only eight months of training, discounting the vacation months. There is a strong feeling among teachers that a two-year training program should replace both four-year and one-year programs.

47. An active involvement of students and faculty in decision making is clear evidence of growing academic freedom.
48. Teaching is still the least favored profession for college graduates; often only accepted when failure is met in other professions.
49. Although change in the four-year teacher education program is advocated by many, no one really wants to close down the RCE's.
50. The Summer-Cum-Correspondence Course of RCE's is becoming more and more popular among the school teachers.

Recommendations

It is recommended that:

1. Proper recognition should be given to talented teachers through gifts, grants and other awards of great esteem.
2. There should be a faculty evaluation committee to advise and assist the administration on matters such as promotion, retention, and tenure.
3. A complete overhauling of the Training College and secondary school curriculum be undertaken and both staff and students be drawn into the curriculum redevelopment effort.
4. A Curriculum Committee be set up at the local level instead of the state or university level to frame the curriculum and to evaluate and revise it periodically.
5. There should be a major shift in staff utilization to strengthen classroom instruction at all levels.
6. The secondary school teachers should be ranked, and merit pay should be established.
7. Staff Development Centers be organized which would place responsibility for continuous selection, professional preparation, and gradual induction of teachers jointly on training colleges, universities and local schools.
8. An aptitude test or inventory be developed, as soon as possible, for the selection and recruitment of teachers.
9. NCERT be reorganized into three major divisions:

- (1) Planning and Research; (2) Personnel Services, and
(3) Administrative Services.
10. The four-year program be continued for a minimum of five years on an experimental basis and at the end of the five-year period a systematic product evaluation be conducted. Based on these findings a decision be made concerning the future of these innovative programs.
11. Automatic stipends for all the RCE students be stopped; instead, those students who proved to be in the upper 5% of the class be given scholarships and others be given tuition-free education. However, failures would be charged with tuition and other fees, should they decide to come back for their training in RCE's.
12. The Division of Planning and Research in NCERT should survey the teacher needs of the country for the next five or ten years and candidates be carefully recruited and trained in various subjects, not exceeding the projected number for each year.
13. The technology and agriculture program of RCE's be discontinued immediately. The craft program be upgraded into a degree program training personnel in Arts, Crafts, and Cottage Industries. The Commerce program be continued for a few more years to measure its full impact.
14. RCE's should concentrate more on inservice training programs in all subjects, with the programs held regularly throughout the school year.
15. The training of a specific number of graduates each year through RCE's be dropped.
16. The four-year undergraduate program in Arts and Sciences be continued and the graduate program be delayed. However, if the undergraduate program is transferred to other colleges, RCE's should concentrate on graduate programs alone.
17. RCE's should take measures to design, develop and publicize inexpensive teaching aids, curriculum materials, and other instructional devices.
18. The Research Division of the NCERT should develop strategies and techniques for the evaluation and experimentation, aimed directly toward the improvement of teacher training programs in India.

19. RCE's should have guidance workers to assist the students in planning their programs while in College, and pupil personnel services especially relevant to the Indian population.
20. NCERT should set up a special committee to explore the ways and means to bring about a healthy relationship between RCE's and other teacher-training institutions in the country, in order that the former may function more effectively as regional clearinghouses.
21. RCE's should develop a more effective and far-reaching public relations program and teacher placement service than the existing facilities.
22. "The participant training program" in the U.S. under the AID plan be discontinued and the funds be utilized to provide special training to all the RCE faculty members under the direct supervision and control of NCERT or NIE in India.
23. The Summer-Cum-Correspondence Course be intensified in order that more and more of the untrained teachers may be able to complete their training on a part-time basis.
24. The U.S. Government, through its Office of Education, should release funds from the rupee balance that it has in India to conduct further training and research in teacher education through RCE's.
25. No American consultants be sent to India unless and until their duties are specified and agree upon by all parties concerned and that their safety and security be guaranteed by the Government of India.

CHAPTER I - APPROACH TO THE PROBLEM

Setting of the Problem

The acute shortage of educational personnel is a critical aspect of the overall personnel problem of most developing countries. The necessity for substantial expansion of educational personnel and facilities is generally recognized in developing countries to be intimately linked with the attainment of economic and social objectives. In spite of this recognition, however, the shortage of trained teachers poses a continuous challenge in view of numerous, expanding development demands and limited available resources. To date, a major approach to the solution of the shortage of trained educational personnel and facilities has been technical and financial assistance from more developing nations such as the United States, the United Kingdom, France, and West Germany. As one of the largest and most complex developing nations, India is a very good case in point.

Before Independence (1947), Great Britain tried to solve the problems of teacher shortage in India by establishing teacher training colleges throughout the country. Several major Indian Universities initiated teacher training programs as a part of their academic offerings (see Chapter II). However, the number of teachers produced was very small in proportion to the actual demand for trained teachers.

After independence, Indian leaders felt that a sound program of professional education, differing from the existing traditional pattern, was essential for the quality improvement of education. Nevertheless, by 1962, a report by Dr. Homer Kempfer,¹ deputy chief education advisor of the USAID mission to India, revealed the following inadequacies: One-third of India's teachers had no professional training whatever. Many others had less than a year. Most of the 1,200 training schools were small, althogether turning out approximately only 75,000 graduates per year from one- and two-year curricula. Approximately 80 percent of these graduates were below degree level.

Four years later, a report published by the Indian Education Commission (1966)² indicated a substantial increase in the percentage of trained teachers employed in the secondary schools. According to this report, 52 percent of all secondary school teachers now have professional training up to the "graduate and post-graduate levels." However, 19.2 percent of them are "matriculates and undergraduates," and a rather sizable proportion (28.8%) are not even high school graduates, although they currently teach in high schools. Although 62 percent of all the teachers in secondary schools have had some teacher training at the undergraduate, graduate or postgraduate levels; the remaining 38 percent have not had any kind of teacher training. Also great variations have been found among states in both the number and percentage of trained teachers. For example, according to the latest statistics published by the Government of India's Education Commission, Kerala and

Punjab have 89 and 96 percent, respectively, of the trained teachers, while Assam and Nagaland have only 18.6 and 15.9 percent, respectively (see Table I). Here one can see two extremes in the distribution of trained teachers.

TABLE 1
NUMBER AND PERCENTAGE OF TRAINED SECONDARY SCHOOL
TEACHERS IN EACH OF THE INDIAN STATES³

Name of State	Number of Secondary School Teachers	Percentage
Andhra Pradesh	34,215	82.4
Assam	9,210	18.6
Bihar	24,298	50.2
Gujarat	22,290	66.4
Jammu and Kashmir	4,613	25.6
Kerala	22,031	89.0
Madhya Pradesh	19,706	69.0
Madras	48,194	86.3
Maharashtra	48,590	71.4
Mysore	10,334	59.5
Nagaland	309	15.9
Orissa	8,461	52.0
Punjab	26,234	96.0
Rajasthan	12,671	60.0
Uttar Pradesh	33,311	81.9
West Bengal	40,238	35.6

By a close observation it has been found that in the first Five-Year Plan (1951-56) Rs. 153 crores was allotted for the National Education System. However, only 15.1 percent of this amount was specified for secondary education and a relatively small percentage of it (no figures available) was spent for the improvement of teacher education. Nevertheless, substantial increases have been noted in funds earmarked for education in the second and third Five-Year Plans. Only 14 crores of rupees were allotted for the improvement of university education in the First Five-Year Plan; whereas Rs. 45 crores and 82 crores were earmarked for university education in second and third Five-Year plans, respectively.⁴ During the Third Plan period, Rs. 700 crores were set aside for "maintenance of educational institutions alone." During the Third Plan period GOI felt that:

Secondary school teachers have to be thoroughly prepared for handling the new subjects efficiently. The teacher education program at the preservice level has also to be reorganized in line with the changes that have taken place at the secondary level. The standard of science education has to be raised to a level which will effectively support the future scientific advance of the nation. Shortcomings which have been observed in the working of the multipurpose schools have to be remedied and the scheme placed on a stable footing... Several other measures have also to be taken to strengthen the entire program of the secondary school reorganization, such as improvement in craft teaching organization of school libraries, the better use of audio-visual techniques, etc. Special emphasis is, therefore, to be given in the Third Plane to the consolidation and improvement of quality in all aspects of secondary education reorganization.⁵

A program was designed to expand and strengthen the existing training colleges and to establish new ones with better training facilities. It was realized that good teacher training institutions can play a vital role in the growth and development of education. Indian educationists felt strongly concerning the need to reorganize and strengthen the secondary school teacher training program in order to align it with the emergent needs of the secondary schools. The GOI recognized the need for expert advice in this regard. Experts in education were invited from abroad to visit India and to make recommendations for the advancement of the Indian system of education.

It was not until 1956 that the Ministry of Education of the GOI made the first agreement with the U.S. Government, according to which The Ohio State University (OSU) signed the first contract with the United States International Cooperation Administration (USICA).⁶ As a result of the contract between OSU and USICA, OSU began to assist the All India Council for Secondary Education in its program for the creation of Development Centers. The main purpose of these Centers was to provide in-service training for secondary school teachers throughout the country. The entire program was directed by the College of Education of OSU (see Chapter II). The main objective of the OSU project was to assist India in the development of a sound training program which would eventually supply sufficient numbers of competent teachers for secondary schools. In 1961 the National Council of Educational Research and Training (NCERT) was established and charged with the function of:

- (1) Undertaking, aiding, and promoting research in all branches of education;
- (2) Organizing advanced preservice and inservice training and disseminating improved techniques and practices;

- (3) Organizing the extension service for institutions engaged in educational research and training of teachers;
- (4) Developing and improving multipurpose secondary education.⁷

The research and teacher training programs of NCERT are developed through the National Institute of Education in New Delhi.

In the 1962-63 academic year, the National Institute of Education, with the assistance of the OSU College of Education, designed four Regional Colleges of Education to be located at Ajmer, Bhubaneswar, Bhopal and Mysore (see Figs. 1 and 2). The primary purpose of these institutions was to train competent teachers for the multipurpose secondary schools. There is no doubt that the major function of the Regional Colleges of Education was broadly conceived to be that of providing educational leadership to different states in each region, by serving as pioneers and models for the development and demonstration of suitable programs and procedures in teacher education (see Fig. 2). Funds were made available by the Ministry of Education of the GOI for the operation and maintenance of these colleges and for the training of their personnel. Provisions were also made for the establishment of four experimental multipurpose secondary schools and for a training and visitation program in the United States each year for at least twenty-five of the Indian educators who were selected to serve on the faculty of the Regional Colleges of Education.

Thus, from their beginning in 1962, the Regional Colleges of Education in India have had teacher education as one of their major objectives. During this time, however, no attempt had been made for a systematic evaluation in order to determine the program's effectiveness. Therefore, it was proposed that such an evaluative study is crucial, not only for the purpose of assessing the contribution of the program, but in providing information necessary for its further development and increased efficacy.

Objectives of the Evaluation Study

The major purpose of this over-all evaluation study was to conduct an evaluation of the teacher education program of the Regional Colleges of Education in India. By doing this, it was also expected to assess the influence of the RCE over the other teacher training institutions in the country. The specific objectives of this evaluation study were:

1. To assess the effectiveness of the Regional Colleges of Education (RCE) in India, in terms of their stated objectives.
2. To measure the influence of the RCE upon the secondary school teacher preparation program in each of the four regions under study.

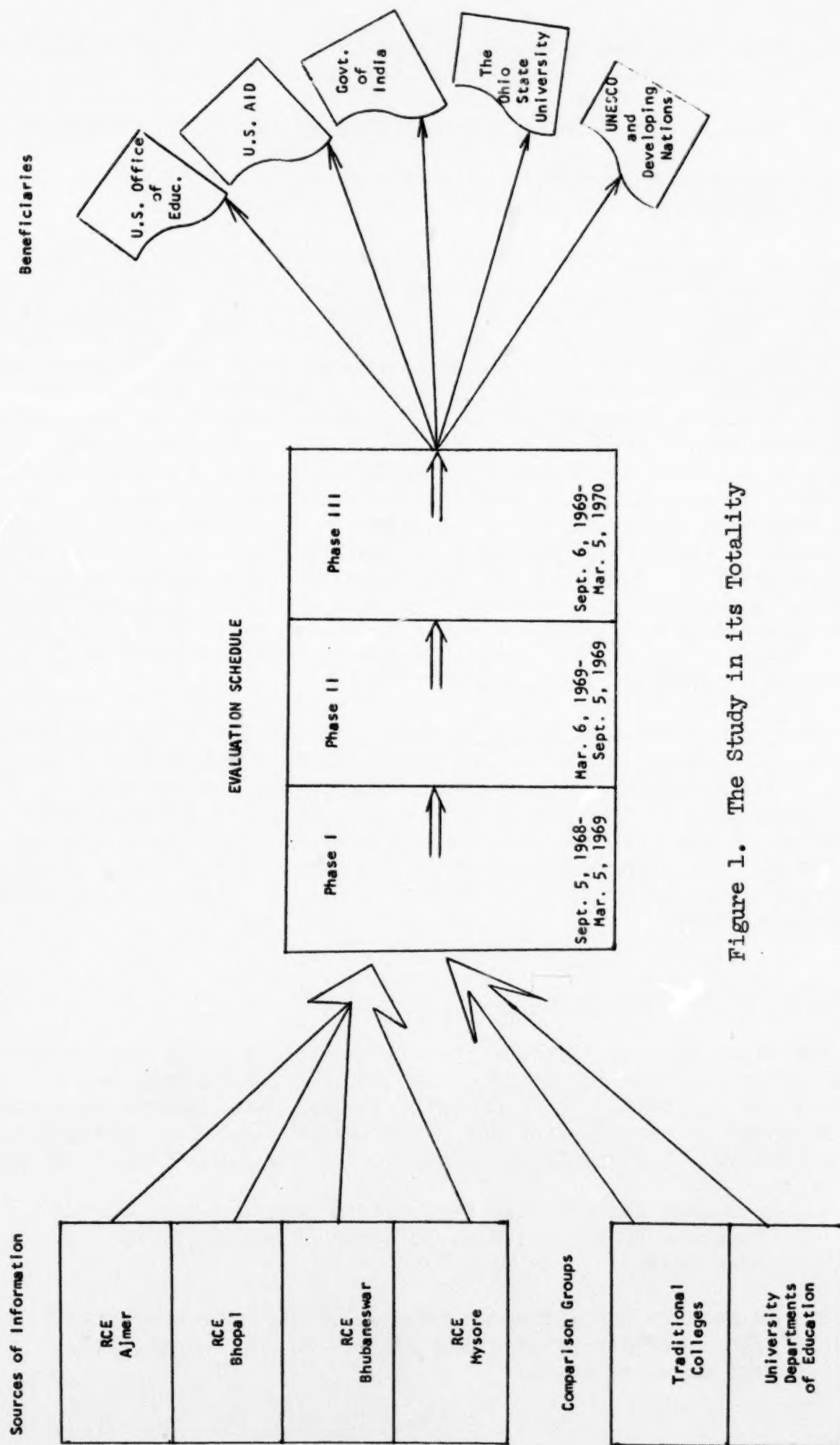


Figure 1. The Study in its Totality

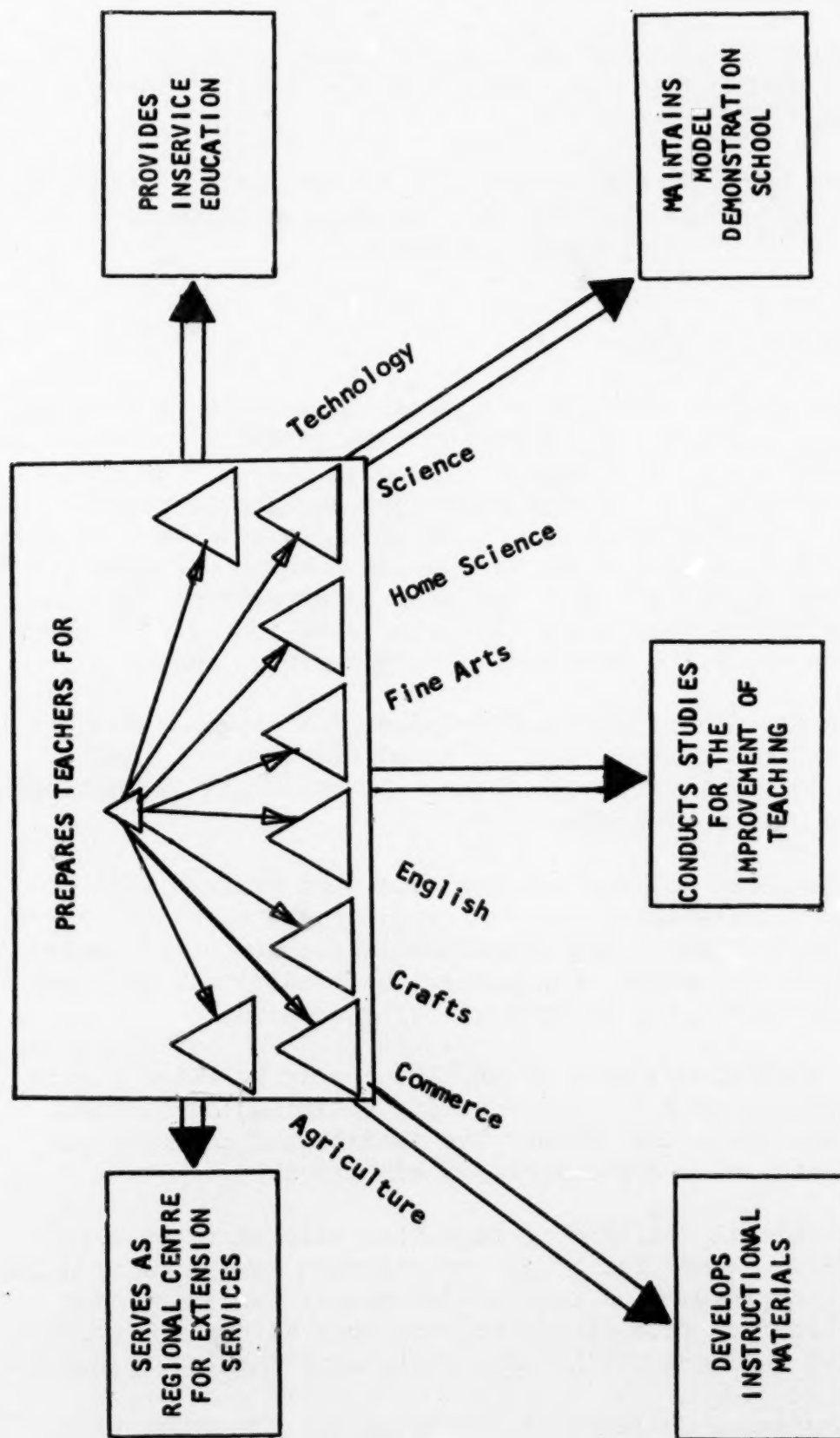


Figure 2. RCE Program and Objectives

3. To compare the RCE program with other teacher education programs in India which have not received direct U.S. assistance.
4. To discover possible problems or constraints that confront both the RCE and other teacher training institutions in the country.
5. On the basis of the findings of the evaluation study, to make recommendations for the increased efficiency of teacher training programs in India.

General Hypothesis in View

The entire evaluation study was based on certain general and specific hypotheses. The general hypotheses were intended to reveal the factual assumptions in the study at a broader level. The specific items which constitute the general hypotheses, were to provide the evaluator with the detailed knowledge about what needs to be statistically tested by way of measurement and evaluation. A list of specific hypotheses are given in Chapter IV. The general hypotheses were too broad to be tested statistically. The following were some of the general hypotheses upon which the evaluation study has been based:

1. The Regional College teacher education program, both in content and method, will be rated significantly higher than either traditional college or university departments of education programs.
2. The Regional College teacher education program will be rated significantly higher for their contribution toward the socioeconomic and educational development of their respective regions than either the traditional colleges or the university departments of education.
3. The Regional Colleges of Education will be rated significantly higher for their staff, training, facilities, and equipment than either the traditional colleges or the university departments of education.
4. The Regional Colleges of Education will be rated significantly higher for their contribution toward eliminating the unemployment among educated people and increasing the literacy rate of the country than either the traditional colleges or the university departments of education.
5. The Regional Colleges of Education will be rated significantly higher for their success in training competent teachers for the multipurpose schools than either the traditional colleges or the university departments of education.

6. The Regional Colleges of Education will be rated significantly higher for the impact that they have made upon the Indian educators through their new methods of teacher training than either the traditional colleges or the university departments of education.

CHAPTER II - THE REVIEW OF RESEARCH AND RELATED LITERATURE

In India, teacher education programs came about in an effort to introduce an altogether new content in education and to set up a new system of elementary education geared to the task of preparing pupils for the lowest level of public administration (Shukla, 1963).⁹ Most of the normal schools were set up largely to teach the subjects of the government sponsored system either to prospective primary school (elementary) teachers or to "gurus" already teaching in indigenous "path-shalas", in an attempt to persuade them to introduce new subjects and new methods. Thus, as early as 1824, Governor Elphinstone of Bombay arranged for twenty-six teachers to be trained.

In conjunction with the work of the Native School and School Book Society--a semi-official body composed of officials and private individuals--in preparation of books for use in schools, teacher training on this plan was expected to lead to the establishment of a wide network of primary schools.

The Wood's Dispatch (1854), passed by the East India Company, outlined a comprehensive educational policy for the whole of India. According to the Dispatch, the training of teachers for new courses and new schools were cited as of prime importance. It also commends the plan of primary education in North West province which relied on inspection of indigenous schools and rewards rather than teacher training. It is to be understood at this point that the so-called normal schools in India, until the last decade of the 19th century, were strictly to prepare primary school teachers. However, it has been noted that the normal schools grew considerably during the ensuing period.

The Indian Education Commission (1882), or the Hunter Commission as it is widely known, not only supported and formulated, as a general principle the flexible policy of adopting means to specific circumstances, but also suggested a year's professional training for graduates to prepare them for teaching in secondary schools.

Following the report of the Famine Commission, appointed shortly after the great Bengal famine during the last decades of the 19th century, the Government of India initiated consideration of policies in agriculture and industry which, though broadly interpreted, carried implications for primary and secondary education in the direction of new subjects, such as Nature Study (initially called Agriculture Lessons), object lessons to promote skills and capacities for observation drawing and manual activities for manual dexterity. As a whole, the efforts at curricular change were too feebly supported in terms of finance, or competence, or activity of educational administrators, to make any serious large scale impact. In the training of teachers, the consequence was a beginning towards manual and practical activities and teaching skills

as part of the training school curriculum which finds prominent mention in the government of India's Educational Policy Resolutions of 1904 and 1913.

The Sadler Commission (1919) emphasized the role of the University in the professional training of secondary school teachers and educational researchers. On the basis of their recommendation almost all the universities, offering a Bachelor of Training degree in various subjects. But the campaign was not very effective in that only a handful of teachers could get training in the professional institutions. Interestingly enough, a large majority of secondary school teachers in India still get their teacher training in traditional colleges.

By 1947, India obtained independence from Great Britain, but freedom brought many problems which "young India" could not handle by itself. Education suffered considerably during the post-independence period; secondary school teacher education especially obtained little financial support or encouragement. Teacher training during this period was more theoretical than practical. The leaders felt an urgent need for change. Gandhiji recommended "Basic Education" as an answer to this problem. Soon after the introduction of Basic Education, teacher training institutions started technical teacher training, physical education, kindergarten, Montessori method, etc. But it was purely a craft-centered education designed for the masses, and, therefore, it was more suitable to the primary level than the secondary.

Both English and French models of teacher training have been experimented with within India. A demand for reform in secondary education was voiced throughout the country, and in 1952, the Secondary Education Commission was appointed. The concept of the multipurpose high school became very prevalent throughout India. The Natu Report (1964) points out that:

The concept of multipurpose education in India takes us back to the year 1882. It was during this year that the British government constituted an Education Commission with Sir William Hunter as Chairman for investigating into the problems of Indian education in general, and secondary education in particular, and for suggesting suitable reforms for improving education at all levels. One of the recommendations of the Hunter Commission was to introduce diversified courses into the school curriculum at the secondary stage in order to reduce emphasis on the academic nature of instruction and to make it more practical in nature. Though the name for such a school offering both general education courses as well as diversified courses was not suggested, the Commission did have in view a new type of high school which might be called "Multipurpose High School."¹⁰

The Secondary Education Commission (1952), strongly recommended the improvement of the teacher education programs, in order to raise the standard of secondary education. The Central Advisory Board also felt that: "The most fundamental and the most consistent weakness of the multipurpose schools was the lack of qualified, trained, and competent teachers. The severest bottle-neck was in the supply of teachers of practical subjects."¹¹

It was in 1956 that the first contract was made between the Ministry of Education of the Government of India (GOI) and the United States Agency for International Development (USAID), which was then known as International Cooperation Administration (ICA), to assist the All India Council for Secondary Education in its program for the creation of development Centers. The main purpose of these Centers was to provide in-service education for secondary school teachers throughout the country. The program was directed by the College of Education at The Ohio State University.

In 1959, the Government of India (GOI) initiated a program to encourage the establishment of more multipurpose secondary schools. The main objective of this project was to broaden the interest of secondary school students and to meet their needs as well as their abilities. The Ohio State University (OSU) provided technical assistance to improve the multipurpose schools with special emphasis on the practical or vocational programs of these schools. Nevertheless, most of the then established multipurpose schools "failed to offer such a comprehensive program owing to lack of support from the respective State Department of Education, lack of proper understanding of the concept of multipurpose education, and the expensive nature of some of the diversified courses."¹²

Realizing the importance of the multipurpose high school program and the sad situation in which multipurpose schools were functioning in the country under the sponsorship of USAID, The Ohio State University College of Education has designed four Regional Colleges of Education (RCE) located at Ajmer, Bhopal, Bhubaneswar, and Mysore, to continue assistance to the GOI's Ministry of Education and to strengthen the multipurpose secondary school program. Four demonstration multipurpose schools were also established as laboratory schools adjacent to each of the four RCE's. The RCE's were set up with the intention of producing well-trained teachers for the secondary schools, and of developing and demonstrating new programs of teacher education to overcome the shortcomings in the past.

The program was made possible through an extended arm of the GOI, the National Council of Education Research and Training (NCERT), with the major emphasis being placed on the preparation of teachers.¹³ Research and leadership in secondary school teacher education were also among the major objectives of the RCE's. Provision was made for a training and visitation program in the United States each year for twenty-five Indian educators who were selected to staff the RCE.

The RCE started an in-service training program in 1966, for the secondary school teachers. There is no doubt that the major function of the RCE is that of providing educational leadership to the different states in each region by serving as pioneers and models for the development and demonstration of suitable programs and procedures in teacher education.

The report of the Education Commission (1966) strongly emphasized the need for a sound program of professional education for teachers for the qualitative improvement of Indian education. The Commission writes that:

Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions...In a situation like the present with new and dynamic methods of instruction are needed, such attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teachers to the needed revolution in teaching and lay the foundations for their future professional growth. First-rate teacher training institutions can thus play a crucial role in the development of education.¹⁴

This view has been constantly supported in favor of the secondary school teacher preparation program. Thus, the intensive teacher education program initiated by the USAID and OSU received widespread support throughout the country, especially among the Indian educators.

It was not until early 1968 that the Ministry of Education of GOI appointed a Review Committee to evaluate the entire operation of the NCERT, including the program and operation of the Regional Colleges of Education. The report of the Review Committee openly criticizes the entire operation of the NCERT, and calls special attention to the Ministry of Education of the GOI to abolish the present set-up of the four Regional Colleges of Education because:

- (a) The cost of the program is high in proportion to the marginal gains in quality.
- (b) The four-year courses are not the answer to the teacher training problem in India...With the limited resources available, therefore,
 - (1) institutions like the Regional Colleges of Education experiment with and develop a better program of post-graduate professional education of teachers

- (2) the resources available are concentrated on the development of existing training institutions to provide this improved course
- (c) The Regional Colleges of Education cannot even be considered as a good experiment or pilot project...an experiment or pilot project which is so prohibitively costly as to be unrepeatable failures as an experiment to start with.
- (d) Even if this experiment were to be tried at all, on a limited scope, the proper place for the experiment would be a university with a well-established undergraduate department in the subject concerned.
- (e) It is not within the scope of the council to try to provide science teachers to schools or teachers for multipurpose schools.

We therefore recommend that fresh admission to the four-year courses in the Regional Colleges of Education should be discontinued with effect from 1969-70.¹⁵

How thorough and systematic an evaluation this has been, is not yet known. However, this report is the outcome of the first attempt to evaluate the U.S. aided teacher education program in India. One thing is clear; the Review Committee Report is openly in conflict with many of the constructive recommendations made by the Kothari Commission of 1966. The report does not indicate the criteria and instruments used for conducting their study, therefore, the Review Committee recommendations cannot be taken at their face value. After all, the "tree is to be known by its fruits," and therefore, further in-depth evaluation of the products of the RCE is essential to determine the worth of their program. Such an evaluation was planned during this study. The review of research and related literature served as guidelines for an extensive evaluative study of the effectiveness of the U.S. aided Regional College Program for the improvement of secondary school teacher education in India.

CHAPTER III - EVALUATION METHODOLOGY

Evaluation Model and Design

According to Guba, "Historically, evaluation has meant essentially two complementary operations: (1) the comparison of some results, output or product with a set of standards, in an absolute sense, and (2) the comparison of some two or more methods of producing the same results, output or product in a relative sense."¹⁶ In recent years, however, concepts of evaluation have expanded beyond this traditional notion of product or outcome evaluation to include many kinds of evaluation relevant to the needs of many kinds of decisions about educational practices or procedures.

The CIPP Model,¹⁷ developed by Daniel L. Stufflebeam at The Ohio State University Evaluation Center, has been adopted to serve as the framework for the evaluation of educational changes produced by modern and traditional teacher training programs in India. This model includes four kinds of evaluation, indicated linearly in Fig. 3 as context, input, process, and product evaluation.¹⁸ Briefly, the four kinds of evaluation may be defined as follows: Context evaluation involves the identification of educational deficiencies, the description of status at a particular point in time and space. Input evaluation consists of the assessment of alternative modes of action in order to determine their feasibility, economy and relevance to the solution of existing deficiencies. Process evaluation is the method of identifying and monitoring on a continuous, molar, noninterventionist basis the potential sources of failure in an on-going program. Product evaluation is the traditional measurement of outcomes in relation to objectives on the basis of specified criteria.¹⁹ This method usually involves the comparison of pre-program with post-program performance to indicate whether the program outcomes are higher, the same as, or lower than initial status or selected standards of excellence. Figure 4 illustrates some potential operational phases and activities of the CIPP model of evaluation.

Although this study involved primarily product evaluation and evaluation of context, input and process factors were also considered.

Because of the short duration of the project and the difficulties in administering any kind of pre-test from such a long distance, on a population over which the principal investigator has little control, a Post-test-Only-Comparison Group designed has been adopted for this evaluation. The pre-program equivalence of the comparison groups has been assured by randomization. The design permitted the comparison of a group which had experienced X_1 , a U.S. aided modern program of teacher education, with other groups which have experienced X_2 , traditional teacher training, for the purpose of determining the relative effectiveness of the two training programs. A representation of the process

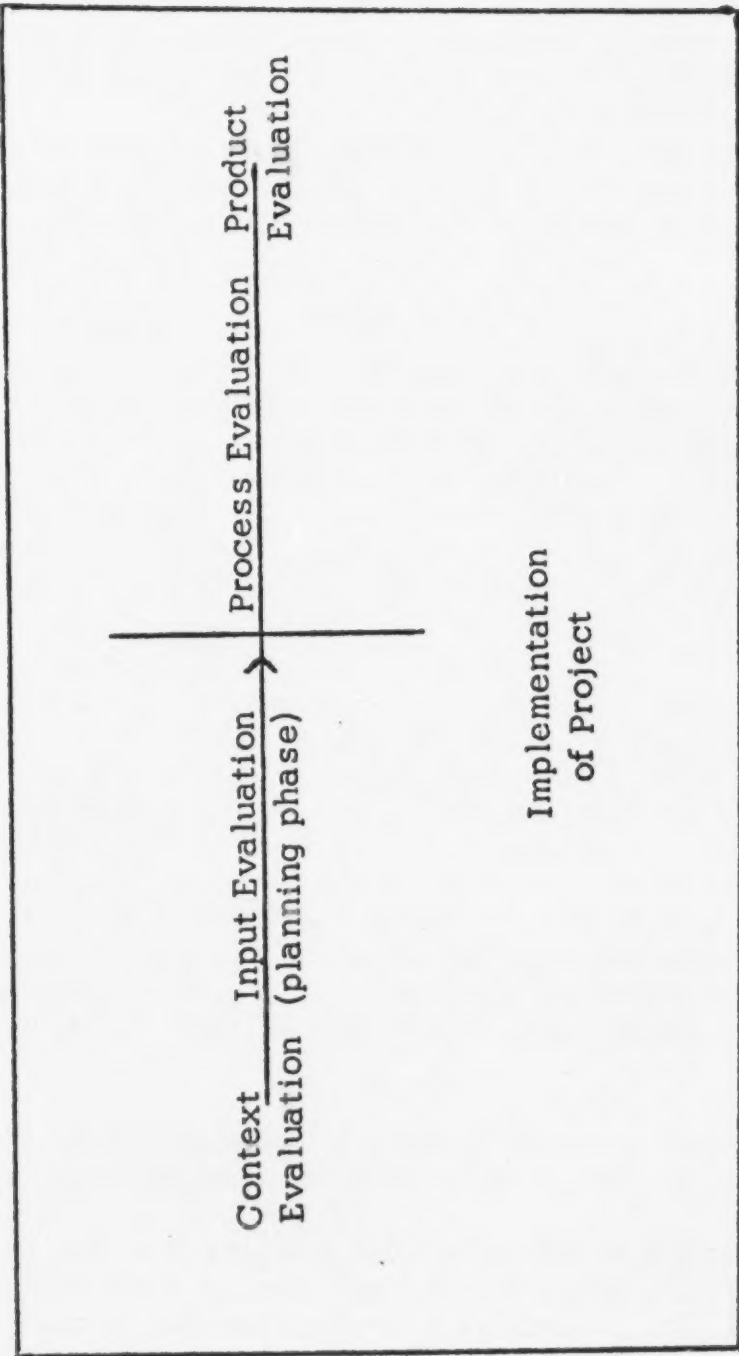


Figure 3. The CIPP Model¹⁹

Figure 4. The CIPP Evaluation Model
 Depicting Some Potential Activities Within the Components of Evaluation²¹

Phase Component	Identification of Information Needs	Decision Rule Criteria	Information System Specifications	Data Collection	Data Organization & Reduction	Data Storage & Retrieval	Data Analysis	Reporting
CONTEXT To depict defi- ciencies in educational opportunities	Socio-economic Status Current status Norms desired Mastery desired Cost-Effectiveness	Significant disparity between status and norms or desired mastery level	Source (s) Type of infor- mation Time Require- ments Criticality Sample Require- ments Quantity Accessibility	Census Data Demographic Study Standardized Tests Pupil Grades Pupil Attendance Dropout Data Attitude Survey Opinionnaire Locally con- structed tests	Manual Man-Machine • general programs • special programs	Data Bank Knowledge File Machine Manual	Statistical Analysis Content Analysis Depth Study Case Study	Formal Reports Written Tabular Informal Reports Oral-group Oral-one-to-one
INPUT To acquire and assess alterna- tive solution strategies	Available solutions to problem Data on prior trials Relationship to con- text	Feasibility Sufficiency Validity Viability Barriers Tensions Cost-Effectiveness	Source (s) Type of Infor- mation Time Require- ments Criticality Sample Require- ments Quantity Accessibility	Review of litera- ture Interviews: LEA personnel, experts, community leaders, parents, residents, panels, seminars, group meetings Transfer from other information centers Observations of demonstrations	Manual Man-Machine • general programs • special programs	Data Bank Knowledge File Machine Manual	Statistical Cost and Case Study Comparison of prior outcomes of alternatives Consultants for feasibility, barriers, tensions Force Field Analysis Educator Jury for context, validity	Formal Reports Written Tabular Informal Reports Oral-group Oral-one-to-one
PROCESS To monitor for • a priori barriers • unanticipated problems	Barriers to success Interactive tensions Problem areas Progress benchmarks	Acceptability Utilization Integration Assimilation	Source (s) Type of Infor- mation Time Require- ments Criticality Sample Require- ments Quantity Accessibility	Logs Observations Interviews Group Interviews Group debriefing Other Instruments: • Attitude Scale • Acceptance Scale • Facilitant-Re- straint Scale • Structured Questionnaire	Manual Man-Machine • general programs • special programs	Data Bank Knowledge File Machine Manual	Content Analysis Statistical Analysis	Formal Reports Written Tabular Informal Reports Oral-group Oral-one-to-one
PRODUCT To measure out- comes in relation to objectives	Project outcomes • achievement level • attitude • mastery • cost- effectiveness	Mastery level desired Achievement level desired Growth desired Attitude desired	Source (s) Type of Infor- mation Time Require- ments Criticality Sample Require- ments Quantity Accessibility	Standardized tests Pupil grades Attitude Scale Attendance level Dropout Fate	Manual Man-Machine • general programs • special programs	Data Bank Knowledge File Machine Manual	Statistical Analysis • pre-post • experimental-control Population Analysis Accounting	Tabular Statistical

involved in the comparative evaluation is shown in Fig. 5. It was necessary to ascertain clearly the specific objectives of each of the teacher education programs to be compared as well as common standards to be applied to both RCE and TCE as well as UDE. Relevant criteria for such objectives and common evaluative standards were specified and incorporated into instruments for the measurement of program outcomes. The stated objectives and criteria for the evaluation of both the U.S. aided Regional Colleges and the traditional teacher training institutions are given in Chapter IV.

Sampling Procedure

Stratified random sampling technique has been used in this study. A random sample has been selected from each of the following groups: (1) student teachers; (2) secondary school teachers; (3) faculty of teacher training institutions; and (4) administrators of teacher education programs. A fifth group, a group of secondary school students whom the trained teachers teach, might have been a welcome addition to the sample. But, due to the enormous amount of work involved for collecting the required data from the high school students, a small project like this was not able to include them. A more elaborate study of this nature, however, should definitely include a sample of secondary school students, for they are the ones who actually experience the efficiency or deficiency of their teachers' performance. The four different types of samples have been identified from three types of institutional settings: Regional Colleges of Education (RCE); Traditional Teacher Training Colleges of Education (TCE); and University Department of Education (UDE). The Traditional Teacher Training Colleges and University Departments of Education sample were selected from the geographic areas where the four Regional Colleges are located. This latter procedure is based upon the need to minimize sampling biases stemming from inter-regional differences, and also to curtail transportation and communication problems which the investigator might encounter, were the sampling units of the study to be more widely dispersed (see Fig. 6).

In order to compare the RCE program to the programs in TCE and UDE in a more meaningful manner, the National Council of Educational Research and Training (NCERT) was requested to recommend some of the most outstanding teacher training institutions in India. They were also asked to cover all the four regions where the RCE's are located in a certain proportion with regard to the number of institutions in each region so that there will be an equal number of traditional colleges and university departments from each of the regions from which to select the comparison group samples. The NCERT recommended 60 training colleges, well distributed in all four regions as the "outstanding institutions," out of a total of 306 teacher training institutions in India (see Fig. 7).

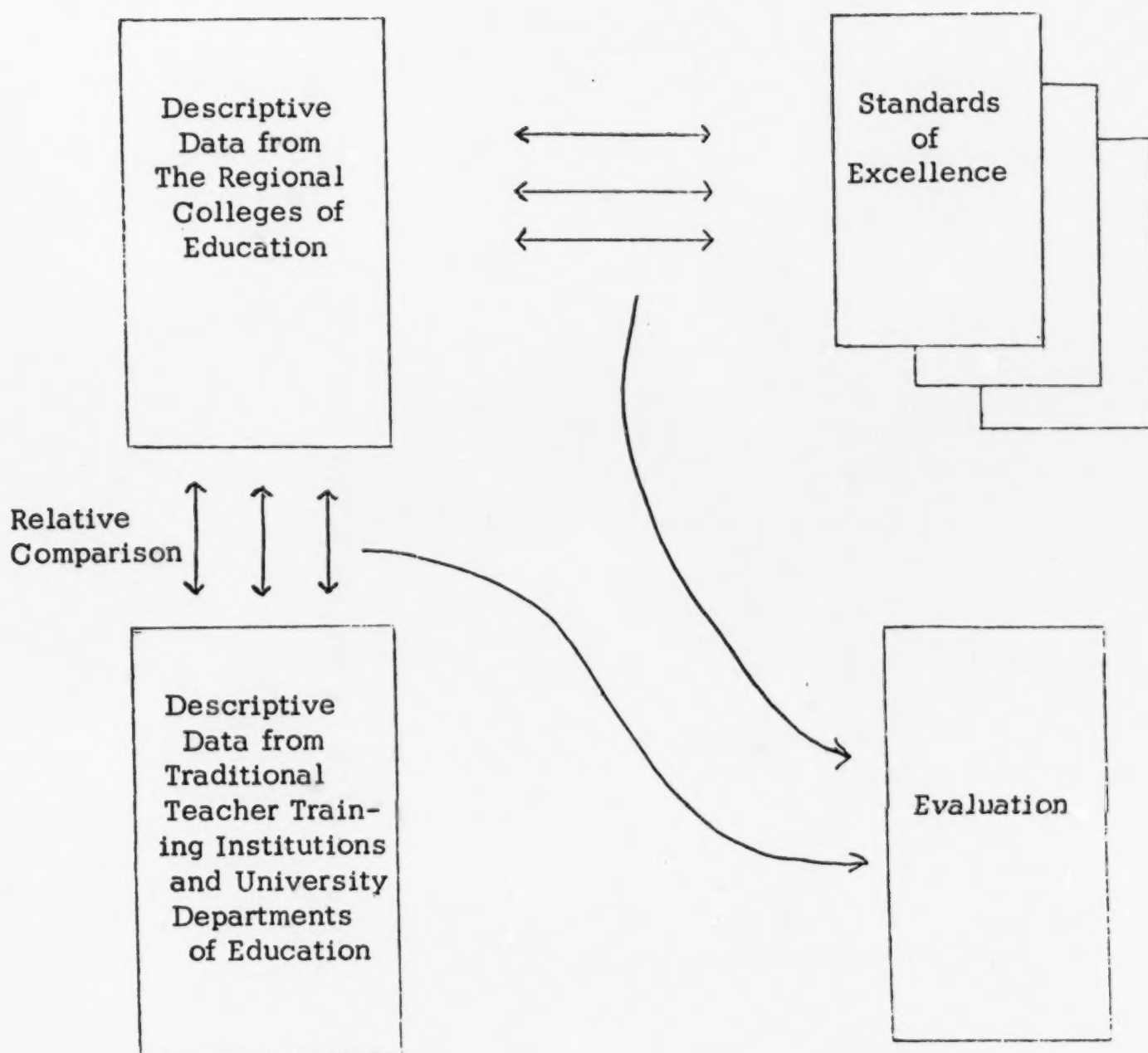


Figure 5. Representation of the Process of Evaluating the Effectiveness of the U.S. Aided Teacher Training Program in India.²²

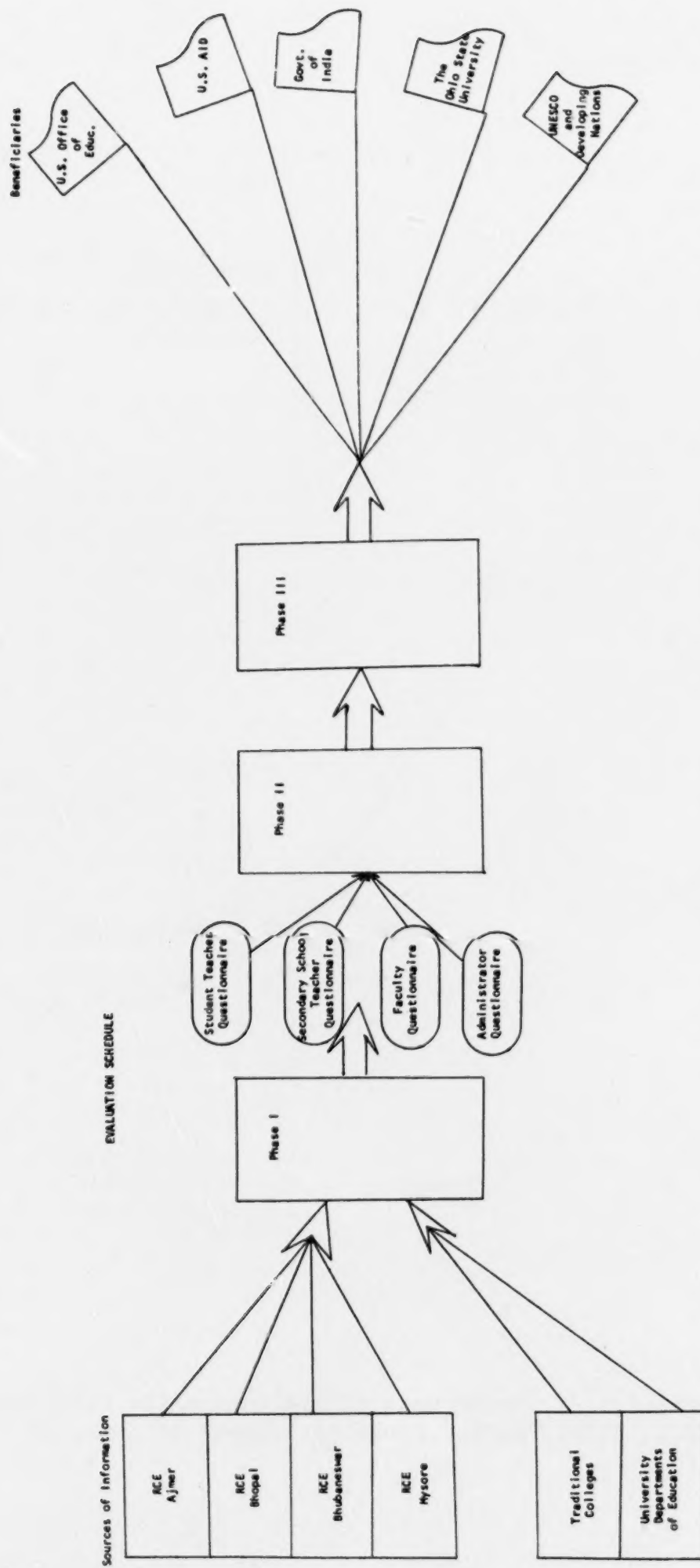


Figure 6. The Overall Evaluation Design

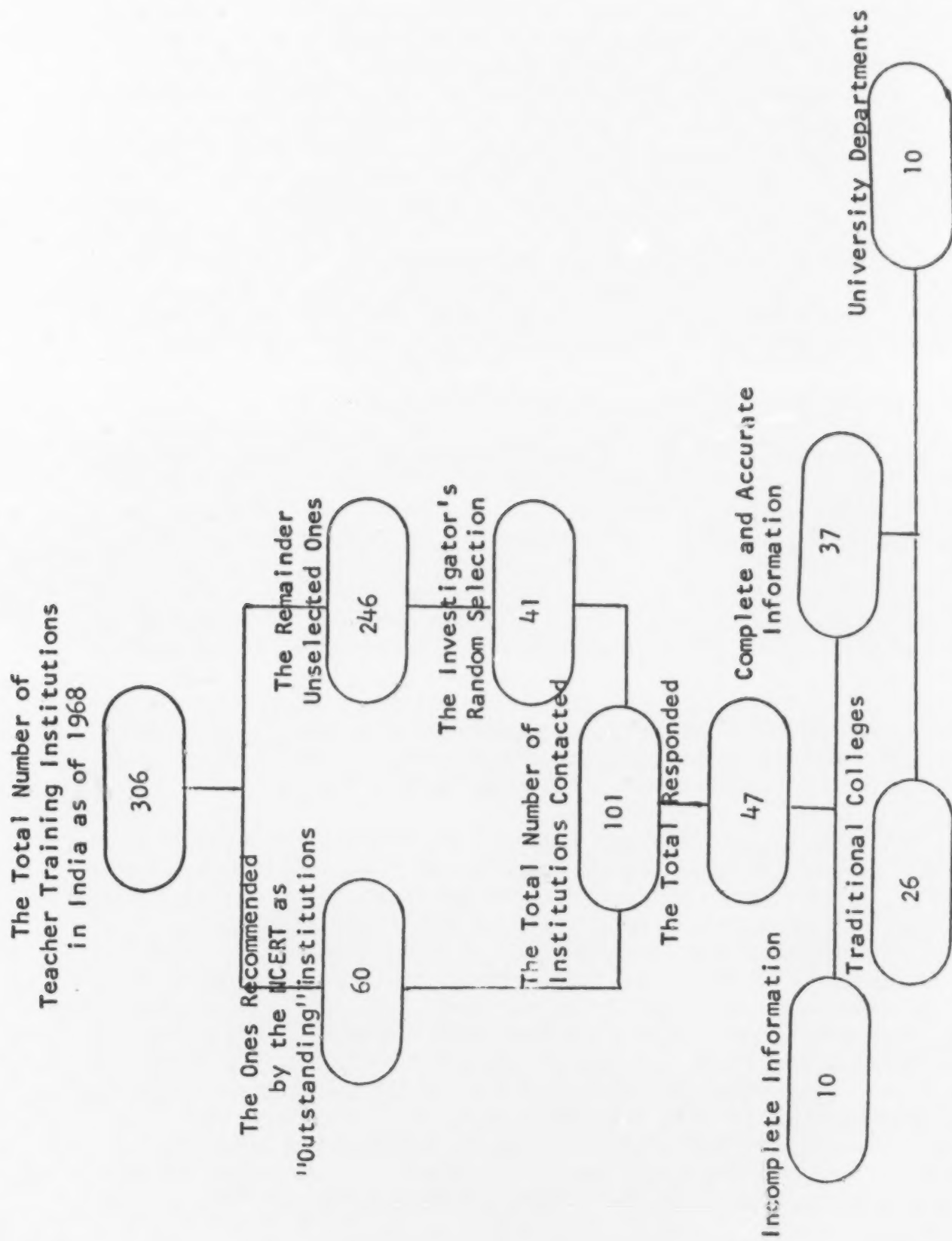


Figure 7. Comparison Group Samples Selected for the Study. (Numbers represent the institutions.)

The principal investigator made a systematic random selection of 41 institutions from the remaining 246 colleges and universities that were not recommended by the NCERT. Thus, a total of 101 traditional colleges and university departments of education were contacted for the names and permanent addresses of all their student teachers currently under training, those who have completed their Bachelor of Teaching degree (B.T.) since 1966, their present teaching staff, and the administrators of their institution. The simple reason for selecting the B.T. degree holders from 1966 was that the RCE's graduated their first four-year students in 1966 and, therefore, it was more meaningful to select samples from other colleges starting from the same year.

Out of the 101 traditional colleges and universities contacted, 36 TCE and 11 UDE sent back the requested information partially or fully completed. Out of the 47 institutions, ten did not furnish the complete data and, thus, disqualified themselves to be included in the institutional samples of this study. A complete list of those selected colleges and universities are given as Appendices E, F, and G.

It was from these 26 traditional colleges and 11 university departments of education that the prescribed samples were selected for this study. Table 2 gives a clear picture of the sample selected for the study and maximum expected number of individuals in each sampling category.

Student Teacher Sample. This sample was composed of 330 randomly selected seniors, 110 from the four Regional Colleges and an equal number from the Traditional Colleges, and the University Departments of Education. The study of this sample revealed the students' personal reaction concerning the effectiveness of their professional training in terms of their future plans and decisions. From this sample, 30 were interviewed and 300 were subjected to questionnaires. (See Table 2).

Trained Secondary School Teacher Sample. In order to conduct a follow-up study of trained B.T. degree holders who have chosen teaching as their career, 360 teachers holding a bachelor's degree or higher and presently engaged in secondary school teaching have been randomly selected. As in case of the student teacher sample, each type of institutional setting--Regional Colleges, traditional colleges, and university departments of education--was equally represented. Data from this sample were used to evaluate the objectives of the three types of training institutions with regard to the degree to which those objectives have been attained in actual practice. In addition, their perception of local environmental factors that influence their individual systems also provided useful evaluative data. In this group 30 teachers have been randomly selected for the interview and 30 others for observation of the classroom performance, etc. from the questionnaire sample of 300.

TABLE 2
NUMBER AND TYPES OF SAMPLES SELECTED FOR THE STUDY

Name of Sample	Instruments Used									
	Questionnaire					Interview				
	Regional College	Traditional College	University Dept. of Education	Regional College	Traditional College	University Dept. of Education	Officials	Regional College	Traditional College	University Dept. of Education
Student Teachers	100	100	100	10 ^a	10 ^a	10 ^a	-	-	-	-
Trained Secondary School Teachers	100	100	100	10 ^b	10 ^b	10 ^b	-	10 ^b	10 ^b	10 ^b
Faculty of Teacher Training Institutions	50	50	50	10 ^c	10 ^c	10 ^c	-	10 ^c	10 ^c	10 ^c
Administrators:										
1. Training Colleges	10	10	10	10 ^d	10 ^d	10 ^d	-	-	-	-
2. Secondary Schools	10	10	10	10 ^d	10 ^d	10 ^d	-	-	-	-
3. U.S. Consultants*	-	-	-	-	-	-	25 ^d	-	-	-
4. Ministry of Education*	-	-	-	-	-	-	25 ^d	-	-	-
Total	270	270	270	50	50	50	50	20	20	20
										1070

*Twenty-five U.S. Consultants and twenty-five members of the Indian Ministry of Education or State Department of Education will also be interviewed. They were not, however, subject to formal observation. Questionnaires were used for the interview and observation samples in case interview or observation schedule did not materialize.

a,b,c,d The samples for the interview and observation have been randomly selected from those who have already subjected to questionnaires. However, if the interview and observation did not have taken place as has been planned, the specified number of samples would have been selected from the total population, excluding those samples selected for questionnaire administration and they would also have been given the questionnaires. Therefore, the figures in the total column indicate the maximum expected number and not necessarily the actual number of individuals involved in the sample.

Faculty of Teacher Training Institutions. A sample of 150 readers*, lecturers, and professors have been selected at random to equally represent the Regional Colleges, traditional institutions, and the University Departments of Education. Those faculty members are currently engaged in training student teachers. This sample was crucial not only because of the direct training role of the faculty, but also due to their potential influence as professional models with whom teacher trainees could identify. Data collected from the faculty included their instructional methods, professional training, experience and commitment, etc. Such information gave an indication of comparative institutional selectivity in terms of faculty recruitment. Out of this sample, all 150 were subjected to questionnaires, and a random sample of 30 for interview, and 30 for observation were selected.

Administrators. The sample of administrative personnel numbering 170 individuals altogether, included principals, department heads, Ministry of Education officials, U.S. consultants in India, and headmasters of secondary schools supervising persons in the secondary school teacher sample. This sample has been selected primarily for the study of the organization and administration of the teacher training institutions and sponsoring agencies. Since the efficient functioning of an institution is dependent to a large extent upon the administrative officials who run it, data from administrative personnel permitted some assessment of the operational set-up of each type of institution, which might, in part, account for the degree of success of their progress. The administrators were selected from the training colleges which responded to the letter of request, from a list of ministry of education officials, a list of state department officials and a list of university administrative heads. They were also randomly selected providing an equal chance for all of them to be on the sample. However, randomization did not materialize in the selection of U.S. consultants in India, as their numbers were much larger than the needed sample. The principal investigator interviewed all the administrators personally; although some were already subjected to questionnaire survey.

Procedures Used for this Study

The entire evaluation study involved three definite phases: (1) development and validation of criteria and instruments for evaluation; (2) data collection; and (3) integration and reporting of data and recommendations.

Development of Criteria. As indicated earlier under Evaluation Model and Design, the study required the specification of criteria relevant to the objectives of the programs to be assessed (see Chapter IV).

*Readers and lecturers in Indian Universities hold positions equivalent to associate and assistant professors of American Universities, respectively.

In order to formulate the final criteria for the evaluation, the following steps were taken:

1. The formally recognized educational objectives of each program were fully determined from program papers and materials.

2. Relevant personnel who handle the organization and administration of the programs were consulted regarding their conception of program objectives. The Ministry of Education of the GOI, The National Council of Educational Research and Training, the University Grants Commission, the USAID officials, and the OSU India Education Project were sources from which such information was collected.

3. An attempt was made to examine any extant evaluation instruments that may have been developed by universities and agencies who work under the U.S. aided program to improve other fields of education in India and in many of the developing nations. Even though the criteria were different from the ones used in this study, there were some common aspects that could be used as guidelines. The relevant information about these other U.S. aided programs outside of teacher education (Agriculture, Engineering, Commerce, Technology, etc.), were obtained through their published and unpublished materials and from the U.S. and Indian officials who are directly connected with the programs. Many evaluation experts and project directors were contacted either for getting the information about the program evaluation or for consulting with them about the reliability of certain criteria or instruments developed for this study. Some of the Indian educators assisted the principal investigator in finding the common objectives of the traditional colleges and the university departments of education selected for the study.

4. Sources pertaining to evaluation in education have been reviewed as a means of adequately formulating the criteria. These sources include books and articles dealing with the process of program evaluation, particularly with criteria development, and evaluation instruments used in similar studies. A complete list of such documents used for developing the criteria and instruments has been given in the bibliography.

Development of Instruments

The instruments and measures used include four kinds of questionnaires and documentary analysis of periodic reports for the various institutions.

Questionnaire Surveys. Questionnaires were used to obtain the base data from all samples. There were four different questionnaires used.

The Questionnaire for Student Teachers. The main purpose of the Student Teachers Questionnaire is to determine the quality of training institutions. The items also included personal vita, educational background, professional training, present employment, teaching-learning ideology and aspirations, professional commitments, etc. (see Appendix A).

The Questionnaire for Secondary School Teachers. The Secondary School Teachers Questionnaire was intended to determine how well practicing secondary school teachers feel they are doing in their schools and the relevance of their training to their current performance. The items included personal vita, educational and professional qualifications, as well as attitudes toward the teaching-learning process. For example, their leadership initiative and their predisposition toward the introduction of innovations in their school systems.

The Questionnaire for College or University Faculty. The Faculty Questionnaire has been directed toward the measurement of faculty capability, opportunities to guide and direct student teachers, professional commitment, and research or innovative potential.

The Questionnaire for Administrators. The Administrators Questionnaire was aimed toward the measurement of leadership ability, training and experience, attitude toward research and innovation, willingness to change etc., of the administrators of secondary schools, teacher training colleges, Ministry of Education, etc. It also assessed the merits of the existing training programs personnel and facilities, as the administrators at various levels see them.

Interviews. In order to check the data obtained by the questionnaires indicated above, interviews were conducted involving a selected number of persons from each of those samples (30 student teachers, 30 secondary school teachers, 30 faculty members, 30 principals or department chairmen of training colleges, 30 headmasters at secondary schools, 25 U.S. Consultants, and 25 Ministry of Education or State Department of Education officials)*. The interviews of administrators and faculty have been structured to provide information regarding institutional policies as well as measurements of formal and nonformal organizational dimensions.

Observations. Behavior observations were planned to validate the survey measures. Ten teachers trained in each, Regional College, ten from the traditional colleges and University Departments of Education,

*However, if the interview and observation did not materialize as had been planned, the proposed number of samples from each group would have been selected above and beyond the number used for questionnaires from the total population of each group and they would also be subjected to questionnaire survey. But under no circumstances would the total number of samples exceeded the maximum expected number given in Table 2.

together with 10 faculty members from each of those institutional settings were observed in classroom situations. There were two observation periods for each individual; the duration of each observation period being the 45 minutes normally allowed for a class meeting. A checklist has been developed during the second phase of the evaluation study for the systematic recording and comparative analysis of the behavior observations.

As has been reported, the Department of Teacher Education at the National Council of Educational Research and Training (NCERT) was contacted to select at least 100 of the outstanding teacher training colleges and universities in India. This procedure was adopted simply because NCERT is the central administrative body--a clearinghouse--for all the teacher training colleges in India and they do periodic supervision and evaluation of all the teacher education programs in the country, in cooperation with the Ministry of Education of the GOI. Their recommendation of the training colleges which are of good standing is expected to be a more reliable criterion measure for selecting the teacher training institutions than a hypothetical selection made by the principal investigator himself. The NCERT recommended 60 training colleges and university departments of education out of 306 teacher training institutions for inclusion in the sample. The principal investigator selected 41 more institutions at random from the remainder of the training colleges university departments in the country. Thus, a total of 101 traditional colleges and university departments of education were contacted for the basic data required for the selection of the samples. They were asked to furnish a complete list of names and addresses of their faculty members, graduates since 1966, and the graduating class of the 1968-69 academic year. Out of the 101 institutions contacted, only 47 responded, of which only 37 could provide all the requested information for the study. From these lists of names and addresses a random sample of student teachers, secondary school teachers, faculty of training colleges and administrators were selected for this evaluative study.

CHAPTER IV - SPECIFIC HYPOTHESES AND CRITERIA USED
FOR THE EVALUATION OF THE PROGRAM

1. The student teachers in the experimental group have a positive attitude toward the teaching profession which will be significantly higher than those who are in the control groups.
2. The student teachers and secondary school teachers from the Regional Colleges have significantly higher professional motivation than those who are from the traditional colleges and university departments of education.
3. The teachers who graduated from the Regional Colleges have a more positive attitude toward modern educational principles and philosophies and consequently they will score significantly higher on the teacher attitude inventory.
4. The professional commitment of dedication of the faculty of the Regional Colleges of Education are significantly higher than those faculty members from the Traditional Colleges or University Departments of Education.
5. The Regional College faculty members have significantly higher training and experience than those faculty members from the other institutions.
6. The faculty of the Regional Colleges will rate their program, facilities and equipment significantly higher than those from the Traditional Colleges or University Departments of Education would rate their own program, etc.
7. The faculty of the Regional Colleges have a significantly higher research orientation and positive attitude toward research than those of the Traditional Colleges or University Departments of Education.
8. The faculty and administration of the Regional Colleges will favor internal assessment significantly higher than those faculty from the Traditional Colleges and University Departments of Education.
9. The training and experience of the administrative heads of Regional Colleges will have contributed significantly higher for the improvement of secondary school teacher education in their respective regions than the nonregional college administrative heads.
10. The Regional College principals and other administrative officials will have introduced a significantly higher number of innovative programs, constructive changes or improvements in their respective colleges than those who are from the Traditional Colleges or University Departments' Administration.

11. The administrators of the Regional Colleges will rate their program, facilities staff and equipment significantly higher than those administrators from Traditional Colleges or University Departments of Education would rate their own.

12. The principals of those high schools who employ Regional College graduates will rate them significantly higher in teaching ability, discipline and innovative ideas and orientation toward vocational education than those of their own teachers who graduated from Traditional Colleges or University Departments of Education.

13. The Regional College administrators, as a whole, have significantly higher knowledge in administrative principles and theories than those who administer Traditional Colleges or University Departments of Education.

14. The number of students who graduated from the Regional Colleges and secured a job in the area of his training shortly after graduation, is significantly higher than those who graduated from the Traditional Colleges and University Departments of Education.

15. The number and variety of subjects of in-service training program offered at the Regional Colleges of Education is significantly higher than those offered through the Traditional Colleges and University Departments of Education.

16. The Regional Colleges of education have designed and produced significantly higher number of instructional materials than a group of four Traditional Colleges or University Departments of Education.

17. The faculty of the regional colleges of education have conducted significantly more research and published more articles in professional journals than those who are from the Traditional Colleges or University Departments of Education.

18. The student teachers who are under the experimental program (Regional College) will be graded significantly higher in their training performance than those who are in the control groups (traditional colleges and university departments of education).

19. The student teachers from the Regional Colleges will rate their staff, facilities, program and equipment significantly higher than the rating made by those who are from the Traditional Colleges and University Departments of Education on their own institutions.

Criteria Used for the Evaluation

There were three different sets of criteria used for this evaluation: (1) Criteria for measuring the Regional Colleges of Education

(RCE); (2) Criteria for measuring the traditional teacher training institutions (including the university departments of education); and (3) Standard criteria for measuring both Regional and Traditional Colleges of Education.

The criteria for the evaluation were developed on the basis of the stated objectives of each group of institutions--Regional Colleges of Education (RCE), Traditional Colleges (TC), and the University Departments of Education (UDE). The objectives were obtained from their respective offices and college catalogues. However, for TC and UDE, because of the large number (306 in all) and diverse objectives, the national teacher education objectives framed by the NCERT and approved by the Government of India and University Grants Commission, have been adopted for this study.

After listing the objectives, the author reviewed a large number of research studies and literature relating to evaluation, instrumentation and to criteria development. Each time a certain criterion measure was found relevant to any of the objectives listed, it was checked for further study. Thus, when the review was completed, there was a long list of criterion measures which could be easily compared against the stated objectives of the colleges. Each objective was then broken down into various behavioral objectives. For example, one of the objectives of the RCE is:

To develop improved patterns of degree programs in teacher education for the teachers of multipurpose schools, technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts.

This was broken down into three sub-sections as follows:

- (a) To develop improved patterns of degree programs in teacher education for teachers of:
- (b) multipurpose schools;
- (c) technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts.

Then, to each sub-section of the objective, the question, "Did they or didn't they meet the objective?" was asked. For example, for the first sub-section, it was asked, "Did they or didn't they develop improved patterns of degree programs in teacher education?" Since the author is hypothesized a positive answer for each question, the criteria for the measurement was established in the positive form. Thus the criterion for that particular sub-section was stated: "Several new or modern educational programs have been introduced to train secondary school teachers." Only in the instruments would it be specific what "new or modern educational programs" would be sought. Sometimes it was left

for the respondents to list any such programs they were aware of so that the most relevant answer could be entertained.

Similarly for the second sub-section "for the teachers of multi-purpose schools," the question is, "What special program did they provide to meet the specific needs of the multipurpose schools?" In answer to the question, the criterion measure, "the nature and content of teacher training imparted, definitely is in line with the needs of good teachers for the multipurpose schools."

For the third sub-section, "technical subjects, science, crafts, agriculture, commerce, home science, English, and fine arts, the criterion becomes, "A considerable number of courses have been offered in technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts."

Similar procedure was followed for developing the criteria for all the stated objectives. However, in certain instances more than one criterion was necessary to measure an objective or its sub-section. For example, it required two criteria--"The nature and content of teacher training imparted, definitely is in line with the needs of good teachers for the multi-purpose schools," and "The curriculum facilities and program as whole are of superior quality and would provide adequate training for one to teach in a multipurpose school;" to measure the second part of the objective illustrated here. In fact, they measure both the first and second part of the objective at the same time. Thus, the number of criteria is often more than the number of listed objectives. Sometimes, however, a certain criterion would measure more than one objective. For example, "The educational qualification, enthusiasm for the subject taught, interest in research, individual assistance to students, teaching experience, sympathy and interest in students as well as in the profession, are considerably high among the faculty," is a criterion set to measure the first part of the objective. But this will also measure the program as a whole in terms of the competency of their faculty.

After developing the criteria, both the objectives and criteria were taken to faculty members of The Ohio State University who are expert in evaluation, especially as it applies to teacher education. They evaluated each item and suggested changes or modifications and, at times, revised the entire list of criteria. The corrected criteria were then given to nine Indian educators from the RCE for validation. Revisions were made at all these levels to make the entire criteria a reliable yard-stick.

Criteria for Measuring the Regional Colleges of Education

The following criteria have been developed to evaluate the Regional Colleges of Education (RCE) in terms of their stated objectives. Each

of the listed objectives has been taken from the "plan and program", published by the National Council of Educational Research and Training (NCERT, 1963), and from "Information for Technicians and Their Families," a monograph put out by The Ohio State University Education Project in India.

An attempt was made to integrate both sets of objectives listed because they were almost the same at many points. Each of the objectives listed on either list is given with their respective criteria.

Objective I

To develop improved patterns of degree programs in teacher education for the teachers of:

- a. multipurpose schools;
- b. technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts;

Criteria:

1. Several new or modern educational programs have been introduced to train secondary school teachers.
2. A considerable number of courses have been offered in technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts.
3. The educational qualification, enthusiasm for the subject taught, interest in research, individual assistance to students, teaching experience, sympathy and interest in students and interest in the profession are considerably high among the faculty.
4. The curriculum, facilities, and program as a whole are of superior quality that would provide adequate training for one to teach in a multipurpose school.

Objective II

To provide in-service and pre-service education for:

- a. teachers of secondary (multipurpose) schools,
- b. supervisors and administrators of multipurpose schools, and
- c. teachers of post-secondary technical institutions.

Criteria:

1. In-service courses were coordinated for teachers in many of the major, secondary school subjects (courses), such as English, Mathematics, Social Studies and Science during the summer months or during other regular vacation times.

2. Seminars, professional conferences, lectures, and short summer institutes were coordinated for the administrators and supervisors of multipurpose schools at the rate of one every year for the last five years.

3. A sizeable number of secondary school teachers (a minimum of twenty-five teachers each year) have been trained in in-service programs since 1963.

4. The courses offered or subjects taught during the in-service training, updated the knowledge and understanding of the teachers and administrators in various methods and techniques in their respective areas of responsibility.

5. The nature of the in-service program was such that it provided added training for the trained secondary school teachers.

6. The teacher-self-evaluation has clearly indicated that the effectiveness (teaching performance, tolerance to students, usage of teaching aids, sympathy to student problems, cooperation with the staff and administration, student success in exams, etc.) of their work at their respective secondary schools, and the degree of regard they hold for it, was due to the pre-service training they received at the Regional Colleges of Education.

7. A sizeable number of post-secondary technical school teachers have indicated that either the in-service or pre-service training they received at the Regional Colleges contributed considerably to their increased efficiency in instruction, research or administration.

Objective III

To produce approximately five hundred teachers annually for:

- a. secondary schools,
- b. specialized technical institutions, and
- c. vocational institutions in the areas of science, commerce, agriculture, technology, including crafts, English, home science, and fine arts.

Criteria:

1. Approximately 500 teachers have been graduated each year with either a Bachelor of Arts in Education (B. A. Ed.) degree or Bachelor of Science in Education (B. Sc. Ed.) degree since 1966 by all four colleges.
2. Each of the four Regional Colleges have graduated at least 100 students annually since 1966 (Late starters are excluded from this criterion measure).
3. The percentage of graduates in each of the specified subject areas is in proportion to the needs for teachers in those areas, and therefore, none of their graduates are now unemployed or underemployed.
4. A large number of secondary schools, vocational institutions, post-secondary technical schools, agricultural institutions, and multi-purpose schools in each of the four regions (South, North, East, and West) have employed one or more of the graduates from the Regional Colleges.
5. The average number of students in each of the specified areas (science, commerce, agriculture, technology, crafts, English, home science, and arts) is proportionate so that no one area is neglected.
6. There are specific social, economic, political and religious reasons why students cannot be attracted to certain areas of study as agriculture or crafts, and could largely be attracted to some of the other areas as English or science.

Objective IV

To develop and demonstrate post-graduate degree programs for:

- a. the preparation of qualified teacher educators,
- b. the preparation of lectures and professors for teacher training institutions,
- c. to prepare teachers for selected aspects of education with special emphasis at the secondary level.

Criteria:

1. A sound post-graduate degree program is offered or preparations are underway to begin such a program.
2. The design and structure of their graduate program is better than similar programs offered in other Indian colleges and universities.

3. The graduate curriculum is of such a high standard that the RCE graduate students are more successful in winning the competitive public service commission examination.

4. There is adequate research facilities for graduate students in that their library, laboratory, etc. are outstanding.

5. Those who obtain a graduate degree from any one of the Regional Colleges are placed in good positions and they have established a great reputation for themselves as well as to their respective schools.

6. There is an adequate number of qualified (experience and training) teachers to teach graduate students.

7. The administration is well aware of the great cost involved for the graduate program and they are making provisions for sufficient funds to buy the equipment and to establish added facilities for a well-coordinated graduate program.

Objective V

To organize and develop four demonstration, multipurpose secondary schools:

- a. one attached to each Regional College,
- b. to serve as effective laboratories of teacher education,
and
- c. to serve as models of suitable programs and procedures for the state schools in the four regions.

Criteria:

1. Four demonstration, multipurpose schools have been set up, one attached to each Regional College.

2. Those multipurpose schools are models in every respect in that they have programs and facilities necessary for training teachers for the state multipurpose schools.

3. The opinions and impressions of the student teachers about the demonstration schools as to how well they serve the purpose as teaching laboratories for them are mostly positive.

4. To a greater extent, the demonstration multipurpose school attached to each Regional College has served as teacher education laboratories for those colleges.

5. The cooperation and understanding between and among the administration and faculty are very good.

6. The training and experience of the demonstration multipurpose school staff is sufficient to guide and direct the student teachers in an ideal manner.

7. Several new multipurpose schools have been started or old ones have reformed their programs in each of the four regions, patterning after the demonstration multipurpose schools established by the Regional Colleges.

Objective VI

To undertake pilot studies and research projects relating to problems in teacher education to:

- a. try out improved patterns,
- b. improve the methods of teaching in multipurpose schools and secondary schools,
- c. identify problems in teacher education, secondary, post-secondary and vocational institutions,
- d. establish and maintain standard of academic excellence, and
- e. collaborate with other institutions initiating and promoting improved educational program.

Criteria:

1. The Regional Colleges have sponsored several pilot research studies independently or in cooperation with other colleges.

2. The outcomes of such research studies have made a great impact upon the teacher training program in the country, as they have modified their curriculum and training patterns.

3. Several of the local, state or the national educational problems have been identified through research studies and have found solutions to improve the situation.

4. A wide-spread acceptance of their research findings has been recorded through newspaper reports or personal letters.

5. Certain reforms have been made in the secondary and vocational education program as a result of such studies conducted by the Regional Colleges.

6. The pilot research program helped to establish and maintain high standard of academic excellence.

7. Cooperative research studies were conducted in collaboration with other training colleges in the regions.

Objective VII

To prepare and disseminate instructional materials:

- a. in cooperation with other teacher training institutions,
- b. for secondary and post-secondary schools, and
- c. for vocational and technical schools.

Criteria:

1. Initiative has been taken to develop instructional materials of various kinds for different subjects in secondary schools.

2. A system(s) has been developed to create inexpensive teaching aids at the local schools.

3. The newly developed instructional materials are very popular among the local schools, in spite of their newness.

4. The teaching efficiency and operational effectiveness of teachers and school systems have increased due to the use of instructional materials.

5. The materials are simple and easy to work with.

6. The cost of instructional materials is so little, but their cost-effectiveness is very high.

7. There is a great variety of teaching materials to select from to suit for all the age levels in secondary, post-secondary, and vocational schools.

8. Cooperative projects were held with other teacher training institutions to prepare instructional materials for secondary schools.

Objective VIII

To collaborate with other institutions and agencies:

- a. in initiating and promoting improved educational programs,
- b. to function as a clearinghouse,
- c. to operate as regional centers for teacher education programs in India, and
- d. to establish and maintain a standard of academic excellence.

Criteria:

1. Several programs such as group lectures, model classes, field trips, excursions and research enterprises were held in cooperation with other training institutions in the area.
2. Mutual understanding and respect between training colleges has increased because of such cooperative endeavors.
3. Many systematic reforms have taken place in the training program because of such free exchange of ideas and mutual cooperation.
4. Adequate help, services, and academic guidance were given to other training colleges in the region.
5. A systematic collection of statistical data has been done on literacy rate, teacher-student proportion in classrooms, education problems, etc., from the standpoint of a clearinghouse.
6. A high standard of excellence has been maintained in terms of the curriculum, training and experience of the faculty, program as a whole, job availability for the graduates, and the performance of student teachers as is seen in practice teaching classes.

Criteria for Measuring the Traditional Teacher Training Institutions

The criteria listed below have been developed on the basis of the stated objectives of traditional teacher training institutions. Since it is so difficult to obtain the aims and objectives of each teacher education program, the National Association of Teacher Educators (NATE), have been adopted for this study. Several of the college and university catalogues have been consulted to ascertain the degree of agreement with the NATE objectives. Since they are in reasonable agreement, the objectives of traditional teacher training colleges, as stated by both the National Council of Educational Research and Training (NCERT) and NATE, was adopted, without any substantial change, for this evaluative study. Here, "traditional teacher training institutions" refers to both the traditional colleges and university departments of education. Thus, only one set of criteria was developed for both since that

their stated objectives are almost identical. The university departments of education seem to put more emphasis on research and experimentation in their objectives than the traditional colleges. Therefore, that has also been added to the combined list of objectives.

Objective I:

To prepare effective teachers at the secondary level and to develop skill to teach subjects of their specialization by:

- a. mastery in theory of learning;
- b. development of sound knowledge of the subject(s);
- c. specialization in one or two subjects; and
- d. training in one or more extracurricular activities.

Criteria:

1. The existing curriculum of the training college is adequate to prepare secondary school teachers who could teach their subjects of specialization skillfully and competently.
2. The instructional methods followed in the training college are sufficiently flexible.
3. There are proper facilities and equipment by way of library, laboratory, teaching machine, etc. for the training of student teachers.
4. The training college faculty members have a minimum educational qualification up to the master's degree level and specialized training in a certain area of teacher training.
5. The mastery of the theory of learning and principles of teaching have been well expressed by the teacher trainees.
6. The performance of student teachers in classrooms is of a high standard.
7. The teacher gives personal attention to the individual needs of children, both in classroom and outside.
8. The teacher expresses a sufficient depth of knowledge in the subject of his specialization when he teaches in the classroom.
9. The teacher provides leadership for at least one extracurricular activity at the school.

10. The training college has a wide selection of courses or subjects from which the student teacher may choose.

11. Both the school and college have a wide variety of instructional materials which would make the lesson easier and more understandable to the students.

Objective II:

To develop interest, attitudes and knowledge for teaching and foster all-round development and growth of children by:

- a. guiding the individual pupil;
- b. teaching with a clear understanding of the aims and objectives of secondary education; and
- c. promoting an awareness of the role of the school and the teacher in realizing these aims and ideals.

Criteria:

1. The teacher expresses a real interest and commitment to the teaching profession.
2. The attitude of the teacher toward youngsters, school, curriculum, and materials, program etc. is positive.
3. The teacher has a clear understanding of the physical and intellectual needs of his students and tries to cater to such needs through curricular and extracurricular activities.
4. The teacher designs new programs such as literary societies, manuscript magazine, arts or sports club, essay competitions or similar projects, which would promote more and more to the students growth and development.
5. The principal, student teachers, faculty, and secondary school teachers perform their respective roles with a thorough understanding of the aims and objectives of secondary education.
6. The school facilities are such that it serves the personal intellectual needs of the students, teachers, and the community.
7. The evaluation and supervision conducted by the government officials, or more specifically speaking, the ministry of education officials, are such that is constructively points out the drawbacks and pitfalls of the local and state school programs enabling improvement or adoption of changes in them.

Objective III:

To develop an understanding of the intimate relationship between school and society through:

- a. an awareness of the relationship between school life and life outside the school;
- b. promoting community participation in school activities; and
- c. boarding facilities to arrange community life on the campus.

Criteria:

1. Schools have involved the local community in several of the school functions such as School Day Celebration, Annual Sports Events, Parents' Day, Labor Week, or Childrens' Day festivities.
2. The community has raised funds for building a football stadium or part(s) of the school building.
3. Contributions from philanthropists enabled the school to establish a good library or laboratory or to set up a good student scholarship program.
4. The principal and/or teachers arrange conferences with parents and community leaders, before arranging a certain school program.
5. The teachers and principal belong to the local clubs, libraries, and other social organizations in the community.
6. The dormitory facilities of the school are such that it promotes a proper community living among pupils and teachers, and it does train them to live peacefully among their fellowmen in the world outside.
7. The overall program of the school is such that it develops a proper understanding of the intimate relationship between school and community.

Objective IV:

To build a professional consciousness among the student teachers through:

- a. professional training (theoretical and practical);
- b. a well balanced education for future teachers; and

c. development of proper character among teachers.

Criteria:

1. The curriculum of the teacher training college includes a sufficient number of professional courses such as philosophy of education, educational psychology, social foundations of education, history of education, etc.

2. The student teachers as well as secondary school teachers have expressed a deep commitment toward the teaching profession.

3. Even if the teachers were given a different "paying" job, they would have rejected that to take up a position similar to the one that they have now.

4. There is a proper balance between theory and practice in modern teaching training institutions.

5. The facilities and equipment available for the student teacher, both at the training college and at the secondary school where he does his "practice teaching", are quite adequate to provide him with a "well-balanced education."

6. Character formation has been aimed and it has been reflected through the courses, extracurricular and co-curricular activities and even through the faculty-student interaction at the training college.

7. The number of disciplinary actions taken against students, faculty, etc. are extremely low (2% or below) in any one year, and the public law enforcement officers did not have to interfere in any one of those cases.

Objective V

To arrange:

- a. refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences;
- b. awarding special degrees and diplomas in teaching; and
- c. in-service and pre-service education for teachers and administrators.

Criteria:

1. The training college has initiated at least one "refresher course" and one "short intensive course in special subjects" every year.
2. The faculty and the administration of the training college are interested and educationally qualified to arrange refresher courses or other summer training programs.
3. There are a number of courses in special subjects which are introduced to upgrade the professional competencies of teachers who are already on the job.
4. A minimum number of twenty-five teachers, administrators or other professional people attended such institutes each year, and they represented almost every state in the region where the college is located.
5. The facilities and equipment of the college were made available for in-service education of teachers and administrators.
6. The college awards at least one degree or diploma in teaching either as its own or in cooperation with a big university in the area, through its summer or evening programs.
7. At least two well-known professional experts in the field of teacher education (local, national or international) visited the college and lectured or taught for a short period in almost every year during the past five years.
8. The principals of the local high schools think that they were benefited by the in-service training program, special course offerings, workshops and professional conferences arranged by the college.
9. A sizeable number of local school teachers managed to earn an advanced degree and to achieve higher professional competency by attending the college on a part-time basis.

Objective VI:

To provide:

- a. special part-time training courses for women to meet the shortage of women teachers;
- b. free exchange between professors in training colleges;
and
- c. special training for headmasters and school inspectors.

Criteria:

1. The college offers at least two part-time courses to cater to women teachers.
2. The degree requirement for women teachers is less stringent than that of men to attract more women into the teaching profession.
3. During the past five years, at least one faculty member has been exchanged with another training college for a short or long period of time to promote the mutual exchange program.
4. The exchange of faculty enabled an exchange of ideas between the two institutions.
5. Free exchange of professors in training college has created:
(a) increased cooperation among institutions; (b) change in the training pattern; (c) better community relations, and (d) economy in academic operation.

Objective VII

To train the use of proper evaluation techniques to:

- a. examine pupil's progress;
- b. measure the effectiveness of their own teaching; and
- c. to diagnose pupil's difficulties and deficiencies in achievement.

Criteria:

1. The college offers at least one course in classroom evaluation.
2. The faculty at the training college has adequate training experience for evaluation.
3. Evaluation techniques have been utilized to measure the classroom performance of the student teachers.
4. Teacher self-evaluation has been practiced to train the student teachers to measure their own classroom behaviors.
5. The secondary school teachers are able to group the students according to their ability through evaluation techniques which they learned at the training college.

6. The teacher is helping the students by detecting their personal deficiencies.

7. Remedial instructions are given by the trained teachers at their schools for the slow learners and for those who have special problems.

8. The school administration gives adequate recognition to teachers' recommendation in the promotion of their students.

9. Modern evaluation techniques such as standardized tests, periodic classroom observation, etc. are used both for student and teacher evaluation.

Standard Criteria for Measuring Both Regional and Traditional Colleges

The general objectives of teacher education can hardly be separated from the general aims of education. More specifically speaking, teacher education aims to develop the general education level of any country by improving the teaching personnel and their program. The standard objectives listed below, may be too broad or general at many points. This was pre-planned in this manner, so that the evaluator could cover a wider spectrum of educational aims and purposes, without delimiting himself to certain specific points of interest. The standard objectives, it was hoped, would cover the whole realm of education, with special emphasis on teacher education programs in developing nations.

Since the objectives of education vary from country to country, reference was made to the stated objectives of teacher training programs in many countries and a common set of objectives that would be relevant to the Indian situation was suggested. Those objectives stated both by the RCE and traditional training institutions are treated as common or general to any set of teacher training institutions under the study.

A systematic breakdown of the instruments used for measuring each of the standard criterion has been given in Fig. 8. The figure explains the proper relationship between the set criteria and the instruments for the evaluation. Specifically, it systematically shows those items in the instruments which measure the specific criteria under consideration.

The principal investigator attempted to present a model of such interrelationships by taking just the standard criteria for evaluating both the Regional and traditional colleges. Similar diagrams could be developed to systematically establish the relationship between the criteria and instruments of Regional and traditional colleges. However, since both of these two sets of criteria have been tested by administering the respective instruments on an initial sample of the population

Key to Figure 8
A - Administrators Questionnaire
C - Criteria under Consideration
F - Faculty Questionnaire
S - Student Teachers Questionnaire
T - Secondary School Teachers Questionnaire

Specific Instruments Used for Each Criterion		Specific Instruments Used for Each Criterion	
Obj. I		Obj. II	
C I	AIV 9, FIII d7, FIII e6, FIV c, FV r, & SHId35	C I	AII e2, AIII i, AV 1, AVI a7, FIV f7, FV 3j, FVI k
C II	AIII e5&6, AIV 33, AV 1, SVI b3	C II	FV 3v
C III	AIV a23, AIV d19, AV 1, FIII d8, FIII e9, FV d, e, o & z, TVI e & m, TVII 12	C III	AIV d19, AV e, f, & g
C IV	FIV d & e, FV p	C IV	AIV a34, AIV a11 & 12, AV x, FIV f6, SIV 20
C V	AV j, FIV f, TVI dd, TVII 7	C V	AIV b10, AIV c3, FV 2h, FVI i, SIII d11&17 TV9
C VI	T VII 11	C VI	FVI s
C VII	A VI 4, FV 7, FVI i, SIII b3&4, TVI z	C VII	AIV a20 & 21, AIV a14, AIV d1, FIV h, FV 3'o' FVI t, SIII d34, TV 7
C VIII	AII e12, AIV d18, AV a, TVI v, TVII 10	C VIII	SIV 15
C IX	FIV f8, TVII 9	C IX	SVI 10
C X	FIV f6 & 7, TVII 8 & 10		

Specific Instruments Used for Each Criterion		Specific Instruments Used for Each Criterion	
Obj. III		Obj. IV	
C I	A III i; AIV a23; AVI 2, 3, & 4; FV 3d, u, v, & w; F VI u; F III d5 & 7; SIII b5; S V 1; T V 1 & 2 T VII 12 & 14	C I	AIII d3, 5, & 8; AIV a; FV 1 a-f; FV 3 a-p; SIII 24-30
C II	A IV a1, 2, 3, & 10; A V m; F V 3r, u, v & w; T V 6	C II	AIII e 1-18; AVI a 1-15; FIII e6-9 & 14; FIV d; FV 1 a-f; TVI a-z & aa-ee
C III	A II e, f, & g; AIV d27; FIV f; S V 9; SVI c & d; T VI o, p, q, r	C III	AIV d19; SIV 25; TIII i
C IV	A V k; F V f; SIII d30, & 34; SIV 20; TIII 18, & 10	C IV	AIV d16; FIV f; FVI i; TVII 17
C V	AIII d8; AIV d18; FIII e6, 9, & 15; FIV c, d, & e; FV 1e, n, o, & r; FVI m & n; SIII d1, 3, 35 & 36; TVI gg	C V	SIII b 6
C VI	AIV d28; FV lp; TVI n	C VI	AVI c; FVII; TVII
C VII	AIII e1, 2, 5, 8 & 13; FV 2g, i, & k; SIII d7-20; SIV 1; SV 8; TV 9	C VII	AIII 11-28; FIV h; SII c&d; SIII b&SVI b & c; TVII 7-9
		C VIII	AIV d28; FIV; FV lp

Figure 8. Systematic Breakdown of Instruments Used for Measuring Each of the Standard Criterion for the Evaluation

under study and have changed wherever necessary, it was not considered necessary to put them in diagramatic forms.

Objective I

To develop social, economic and political aspects of the country through research, innovation and experimentation.

Criteria:

1. One or more research projects of local or national importance were conducted by each of the training colleges during the last five years.
2. The outcomes of such research studies have had significant impact upon the teacher training program in those colleges.
3. New educational theories developed by other institutions were explored and have been proven to be very successful.
4. The findings of research studies have achieved widespread popularity in the country.
5. Innovative ideas have contributed considerably to the social, economic, and political development of the country.
6. A well-advanced, modern, secondary school educational system has been established in most urban areas and in some rural areas.
7. The quality and caliber of secondary school teachers have improved considerably due to research, innovation, and experimentation.
8. Sufficient numbers of teachers in various subject are being trained, in order to serve all schools in the community.
9. A significant increase has been noted in the literacy rate during the last five years.
10. Agriculture, industry, bussiness, small scale industries, and commerce are being benefited by the research and innovations.

Objective II

To facilitate the training of teachers who would enable:

- a. the transition of youth from the world of work and life

Criteria:

1. There are teacher training programs in vocational areas such as agriculture, technical, industrial arts, commerce, distribution, crafts, and business.
2. Every year a minimum of ten teachers are being prepared in each of the vocational areas offered.
3. The criteria for selecting students for the vocational training are interest, aptitude and educational background.
4. The major vocational areas now being supplied are those areas that have the greatest need in the local community.
5. The training college has adequate facilities and equipment, which are relatively modern, for the student teachers in vocational education to use in their practice.
6. A large number of teachers apply each year for admission in the vocational training areas, and a selected few are admitted in order to provide a quality training.
7. There is an adequate number of well-trained teacher educators to guide and direct the student teachers in various vocational areas.
8. The teacher who is trained in different vocational subjects can find positions in the areas of their training without much problem.
9. There is a sizeable number of secondary schools which offer vocational training for their students, as a part of their professional preparation.

Objective III:

To prepare personnel:

- a. for professional teaching and leadership positions in a variety of educational institutions;
- b. to contribute to the understanding of education as a body of knowledge.

Criteria:

1. The training program includes a significant number of professional courses such as philosophy, history, principles and foundations of education, educational psychology, guidance, and counseling.

2. There is a proper balance between professional, general and specialized courses that are offered.

3. Many of the graduates are now holding very responsible positions of leadership in the field of education.

4. Most of the content and method courses offered at the college are practice-oriented and it enables the student teachers to become better workers than theoreticians.

5. The faculty has a great hunger for new ideas and educational principles so that they involve themselves in basic research and development activities.

6. At least one article has been published by a faculty member or by a group of faculty members or by student teachers of the college, in a professional journal during the past five years.

7. The administration provides sufficient money to promote research, experimental programs, and proper training for future teachers.

Objective IV

- a. To provide effective leadership and planned change in schools and colleges;
- b. to establish proper relationship between school and community;
- c. to obtain and use skills for critical and constructive thinking

Criteria:

1. The program, methodology and technique for instruction has been modernized.

2. The faculty and administration favor change in the educational system that they have introduced a few changes by way of improvement in curriculum, materials and methods of instruction.

3. The training college has pioneered "planned change" in many ways during the past five years, (e.g. change in examination system, selection and construction of curriculum, administrative policies, physical plants and equipment etc.).

4. A cordial relationship exists between the educational institution and the local community at various levels. (Students involve their

parents in school functions, teachers are invited to give leadership for certain community activities, school facilities are made available for community use, etc.).

5. Scholarships and fellowships are established at the expense of local philanthropists.

6. Local businesses and industry employ students for partime jobs.

7. The program that has immediate need in the local community has been offered in the school system and training colleges, teachers are preparing in those areas of community interest and urgency.

8. A sizeable number of teachers who had proper training has established their reputation and revealed critical thinking through publications, public lecture, etc.

CHAPTER V - FINDINGS OF THE STUDY

As was stated earlier, the findings of the study were based on the data collected from the three different teacher education programs in India-the Regional College Program, the Traditional College Program, and the programs in the University Departments of Education. Each of these programs had certain unique characteristics.

The Regional College Programs were modern, diversified, and extended over a period of four years. The Traditional Colleges followed the conventional teacher training patterns, and trained those who already had a bachelor's degree in an area outside of teacher education. The length of such teacher training was only nine months. The University Department of Education followed an identical pattern as that of the Traditional Colleges. They put more emphasis however, on practice than on theory. They were a special breed of educators in India, and in many Indian universities they train teachers and (teacher) educators at the graduate level.

The findings were based also on the responses given by the four primary populations that took part in the study. Student Teachers, Secondary School Teachers, College and University Faculty, and the Administrators. Each one of them was listed separately in the report.

Population Matrix in General

From the wide range of samples selected for the study from the four population categories mentioned above, 46% of the Student Teachers, 66.6% of the Secondary School Teachers, 43.3% of the College and University Faculty members and 42% of the Administrators participated in the study. (see Table 3). Out of these participants, 53.62% student teachers, 13.0% secondary school teachers, 46.15% faculty members, and 61.99 Administrators were from the Regional Colleges of Education (RCE); 18.12% student teachers, 32.0% Secondary School Teachers, 29.23% College or University Faculty members from the University Departments of Education; while 28.2% Student Teachers, 55.0% Secondary School Teachers, 24.62% College or University Faculty members, and 38.10 Administrators were from the Traditional Colleges of Education (TCE).

The participants represented 17 states and three Union Territories; thus evenly representing the four major regions (North, South, East and West) of India. Table 4 shows a breakdown of the regional and territorial representation of the participants.

Student Teachers

A large majority of student teachers, 61.5%, are between 21-25 years

TABLE 3
FREQUENCY AND PERCENTAGE OF ALL THE RESPONDENTS BY
INSTITUTIONAL CATEGORIES*

Clientele	(RCE)**	(UDE)**	(TCE)*	Total
Student Teachers	74 (53.62)	25 (18.12)	39 (28.2)	138 (100)
Second School Teachers	26 (13)	64 (32)	110 (55)	200 (100)
College/University Faculty	30 (46.15)	19 (29.23)	16 (24.62)	65 (100)
Administrators	13 (61.90)	0	8 (38.10)	21 (100)
Total	<u>143</u> (28.6)	<u>108</u> (21.6)	<u>173</u> (30.4)	

*All figures in parentheses are percentages

**RCE - Regional Colleges of Education

UDE - University Departments of Education

TCE - Traditional Colleges of Education

TABLE 4

STATES AND REGIONS REPRESENTED IN THE STUDY (By Institutional and Population Samples)

States and Regions	Student Teachers			Second School Teachers			Faculty of College/Univ.			Administration		
	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE
Andhra	5	1	4	3	2	8	2	1	-	1	-	-
Assam	-	2	-	-	-	-	-	-	-	-	-	-
Bihar	5	3	5	2	4	2	1	-	1	-	-	-
Gujarat	4	-	-	1	2	2	2	1	-	1	-	-
Haryana	1	-	2	-	2	-	-	-	-	-	-	-
Jammu-Kashmir	-	-	-	1	-	-	-	-	-	-	-	-
Kerala	6	-	3	2	6	6	3	1	2	-	-	-
M.P.	8	2	3	3	5	3	-	1	1	-	-	1
Madras	3	1	1	2	-	3	1	-	1	1	-	1
Maharashtra	-	2	3	-	3	-	1	-	-	-	-	-
Mysore	8	5	6	6	7	13	7	2	4	1	-	1
Nagaland	-	-	-	-	-	-	-	-	-	-	-	-
Orissa	10	3	2	3	4	1	2	1	-	2	-	2
Punjab	2	3	1	1	3	6	2	-	2	-	-	1
Rajasthan	10	-	-	2	11	19	1	1	3	-	-	-
U.P.	5	1	1	-	8	22	6	4	1	2	-	2
W. Bengal	5	2	1	-	5	6	1	1	1	1	-	-
Delhi	2	-	2	-	1	8	-	1	-	-	-	-
Goa	-	-	-	-	-	-	-	-	-	-	-	-
Hymachel Pradesh	-	-	-	-	1	1	-	-	-	-	-	-
Manipur	-	-	-	-	-	1	-	-	-	-	-	-
NEFA	-	-	-	-	-	-	-	-	-	-	-	-
Tripura	-	-	-	-	-	-	-	-	-	-	-	-
Andaman Islands	-	-	-	-	-	-	-	-	-	-	-	-
Foreign	-	-	5	-	-	-	1	5	1	5	-	1
Total	74 (53.62)	25 (18.12)	39 (28.26)	26 (13)	64 (32)	110 (55)	30 (46.15)	19 (29.23)	16 (24.62)	13 (61.90)	0	8 (38.10)

of age, and interestingly enough the number of secondary school teachers who belonged to this age group was the highest in that clientele, 43%. The faculty and administration groups however, had reversed the trend. The majority of the faculty members, 38.4%, belonged to the 31-40 age bracket and Administrators, 38.9%, belonged to the 51-55 age group (see Table 5). The trend showed that most of the administrative positions were controlled by experienced and mature individuals who had firm beliefs in the traditional pattern of education. This had been further evidenced in the responses given for various items in the questionnaire and interview, (see Table 5).

TABLE 5

SUBJECTS' AGE

Age, yrs.	Student Teachers	Secondary Teachers	College/Univ. Faculty	Administrators
20 or less	25	2	1	-
21 - 25	85	96	1	-
26 - 30	14	69	12	-
31 - 35	10	27	14	-
36 - 40	3	5	11	3
41 - 45	-	1	8	5
46 - 50	1	-	9	5
51 - 55*	-	-	9	8
Total	138	200	65	21

*55 is the retirement age in India and therefore, no one in service could be over 55 years of age.

The number of men represented in each group is higher than that of women. About 75.36% of the Student Teachers of the 79.0% Secondary School Teachers, of the 83.08% Faculty members, and 100% of the Administrators were men; whereas 24.64% of Student Teachers, 21.0% of Secondary School Teachers, 16.92% of Faculty Members, and no Administrators were women, (see Table 6). This was not a reflection however, upon women's role in education. It simply indicated that there was a great need for more women in administrative and college faculty positions in

TABLE 6

SUBJECTS' SEX

Student Teachers		Secondary Teachers		College/Univ. Faculty		Administrators	
Male	Female	Male	Female	Male	Female	Male	Female
104	34	158	42	54	11	21	
(75.36)	(24.64)	(79.00)	(21.00)	(83.08)	(16.92)	(100.00)	

order to give greater impetus to women to go into teaching. It was observed during the study, however, that India's colleges and university campuses crowded with female students and, therefore, within the next decade or so, more women teachers and administrators could be expected.

Most of the student teachers, 73.9% were unmarried. The number of unmarried teachers was relatively smaller when compared with the Secondary School Teachers, 44% and the College Faculty members, 20%, respectively. All the Administrators were married and maintained their own families (see Table 7).

There were 138 student teachers who took part in the study. About 53.6% of them were drawn from the Regional Colleges of Education (RCE), 18.12% from the University Departments of Education (UDE), and 28.2% from the Traditional Colleges of Education (TCE). Some 46.37% of the RCE students were in the new four-year teacher preparation program; the remainder were in the one-year Bachelor of Teaching (B.T.) or Bachelor of Education (B.Ed.) program. The (B.T) and (B.Ed.) program offers "professional training" for those who already have completed a Bachelor of Arts/Science degree elsewhere (see Table 8).

There is a trend in India presently where more students are taking Science rather than Arts subjects in the colleges. This was evidenced more clearly in this study where 55% of all the student teachers indicated that they major in Science and 26.9% said that they had a minor in Science. The remaining 45% belonged to eight different areas of study (see Table 9).

Alarminglly, only a very small percentage of student teachers who went into the teaching profession were placed in "1st Division" or "honors", program. The number was high, however, when RCE students were taken alone and compared with the UDE and TCE students. For example, 44.7% of the RCE students received 1st Division in high school, compared to 20.0% and 10.3% of the UDE and the TCE students in high schools. Similarly, 13.5% of the RCE students were placed in 1st Division in college, against 8% and 5.15% of their counterparts from UDE and TCE, respectively. In fact, a great majority of the UDE, 72% and the TCE 89.7% students completed their bachelor's degree in 3rd Division (minimum pass). The number of third division students was comparatively low at the RCE, (see Table 10). This indicated that students with higher academic potential could be attracted to the teaching profession through scholarships and improved selection procedures.

The student teachers indicated that they elected to go to their present training college for several reasons. Among those reasons were: reputation of the college, 23.18%; programs offered 20.20% and less expensive 14.48%. These were prime reasons for their selection. Only 13.76% of the students mentioned Scholarship and Loans as an important criterion in their choice of college. Nevertheless, reputation of the college, 27% Scholarships 25.7% were the two main factors which attracted many of the Student Teachers to the RCE's for their training (see Table 11).

TABLE 7

SUBJECTS' MARITAL STATUS

Marital Status	Student Teachers			Secondary Teachers			College/Univ. Faculty			Administrators		
	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE
Single	61	20	20	11	35	42	3	7	3	-	-	-
Married	13	5	19	14	29	67	26	12	13	13	-	7
Widow/ Widower	-	-	-	1	-	1	-	-	-	-	-	1
No Response	-	-	-	-	-	-	1	-	-	-	-	-

TABLE 8
TYPE OF TRAINING PROGRAMS THAT THE STUDENT TEACHERS
ARE NOW ATTENDING*

Type of Program	RCE**	UDE**	TCE**
One-year B.T./B.Ed	10 (7.25)	25 (18.10)	31 (22.46)
Four-year B.A./B.S. Ed.	64 (46.37)	--	--
Other	0	0	8
Total	74 (53.62)	25 (18.12)	39 (28.26)

*All figures in parentheses are percentages

**RCE - Regional Colleges of Education
UDE - University Departments of Education
TCE - Traditional Colleges of Education

TABLE 9

MAJOR AND MINOR AREAS OF ALL THE STUDENT TEACHERS

Subjects	RCE		UDE		TCE	
	Major	Minor	Major	Minor	Major	Minor
Agriculture	1 (1.3)	1 (1.3)	1 (4)	-	-	-
English	2 (2.6)	8 (10.8)	4 (16)	9 (36)	11 (28.2)	11 (28.2)
Hindi	-	-	-	2 (8)	3 (7.7)	7 (18.0)
Mother-tongue	-	-	1 (4)	1 (4)	1 (2.6)	2 (5.2)
Science	50 (67.6)	30 (40.5)	15 (60)	2 (8)	11 (28.2)	5 (12.8)
Technology	18 (24.3)	6 (8.1)	-	-	-	-
Commerce	2 (2.6)	1 (1.3)	-	-	-	-
Social Studies	-	-	3 (12)	4 (16)	6 (15.4)	10 (25.6)
Other	-	17 (23.0)	1 (4)	7 (28)	6 (15.4)	4 (10.4)
Total	73* (100)	63* (100)	25 (100)	25 (100)	38* (100)	39 (100)

*One student teacher each from RCE and TCE did not give their major areas and 10 people from RCE did not give their minor areas.

TABLE 10

FINAL GRADES OBTAINED BY THE STUDENT TEACHERS AT THE
HIGH SCHOOL AND COLLEGE

Grades by Division*	RCE Students		UDE Students		TCE Students	
	High School	College	High School	College	High School	College
I Division	33 (44.7)	10 (13.5)	5 (20.00)	2 (8.00)	4 (10.3)	2 (5.15)
II Division	31 (55.4)	30 (40.5)	18 (72.00)	5 (20.00)	14 (35.8)	2 (5.15)
III Division	10 (13.5)	34 (47.3)	2 (8.00)	18 (72.00)	20 (51.2)	35 (89.7)
Total	74	74	25	18	20	35

*The final grades of success are reported in "Division" or "Class" (e.g., First Division or First Class) and not in letter grades or honors. One TCE student did not give his final high school grade.

TABLE 11
PRIMARY REASONS FOR THE STUDENT TEACHERS TO CHOOSE THEIR PRESENT
COLLEGE FOR THEIR TRAINING

Reasons	RCE	UDE	TCE	Total
Easy to get admission	-	-	2 (5.15)	2 (1.45)
Nearness to home	2 (2.6)	3 (12)	1 (2.6)	6 (4.35)
Excellent staff	10	5 (20)	4 (10.2)	19 (13.76)
Reputation of the college	20 (27)	5 (20)	7 (18.2)	32 (23.18)
Programs offered	11 (15)	7 (28)	10 (26.0)	28 (20.29)
Scholarship & loan facilities	19 (25.7)	-	-	19 (13.76)
Belongs to my church or denomination	-	-	3 (7.7)	3 (2.17)
Govt. deputed	-	2 (8)	4 (10.2)	6 (4.35)
Less expensive	10 (13.5)	3 (12)	7 (18.2)	20 (14.48)
Other	2 (2.7)	-	1 (2.6)	3 (2.17)
Total	74 (100)	25 (100)	39 (100)	138 (100)

The study has revealed further, that 31.16% of the student teachers attended classes with 20-30 students, which is a normal size class in Indian colleges and universities. About 22.46% of the students who indicated that their average class consists of 20-30 students, belonged to RCE's. Both questionnaires and observations have clearly indicated that a great majority of TCE students attended classes of 50 students or more. The classes in UDE were not as overcrowded. Overcrowded classrooms definitely limit the opportunity for personal guidance and instruction which are essential for good teacher training. With no laboratory school attached to most traditional colleges and university departments of education, only lectures are given to the student teachers in so far as practice teaching and laboratory experimentation are concerned, (see Table 12).

TABLE 12
THE AVERAGE SIZE OF THE CLASS IN WHICH THE STUDENT
TEACHERS ARE STUDYING

Class Size	RCE	UDE	TCE	Total
Less than ten	10 (13.5)	1 (4)	2 (5.15)	13 (9.42)
10 - 20	11 (15.0)	8 (32)	3 (7.7)	22 (15.94)
20 - 30	31 (42.00)	9 (36)	3 (7.7)	43 (31.16)
30 - 40	5 (6.7)	4 (16)	9 (23.1)	18 (13.04)
40 - 50	7 (9.5)	3 (12)	5 (12.8)	15 (10.87)
50 and over	6 (8.1)	-	17 (43.6)	23 (16.67)
No response	4	-	-	4
Total	74 (100)	25 (100)	39 (100)	138 (100)

The student teachers felt that a great percentage, 78.98%, of their professors could be rated from "good" to "excellent", (see Table 13). But 78.3% of the student teachers from RCE's thought that their faculty members may be rated as "good" teachers, rather than "excellent". Some 46.1% of TCE students and 40% of UDE students rated their professors "excellent". At any rate, the study has revealed that almost all the training colleges have "good" teaching staff, which is very encouraging. About 48.55% of all the student teachers think that the teaching ability of their professors is "good; 18.52% categorized them as "excellent" and 28.26% rated them as "average". Here again 71.3% of RCE students rated their professors "good", whereas 77% of TCE students rated their professors only as "average". The majority of UDE students, 52% rated their professors "excellent" (see Table 14).

TABLE 13
THE TRAINING AND EXPERIENCE OF THE STAFF AS WAS
RATED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	-	-	-
Below average	-	-	2 (5.2)	2 (1.45)
Average	5 (6.7)	7 (28)	15 (28.5)	27 (19.57)
Good	58 (78.3)	8 (28)	4 (10.2)	70 (50.72)
Excellent	11 (15.0)	10 (40)	18 (46.1)	39 (28.26)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Opportunity for informal conferences with the faculty is very limited at UDE's and TCE's, whereas it is "good" to "excellent" to 63% of RCE students (see Table 15). This was considered one of the greatest merits of the RCE programs. Apparently, both UDE and TCE traditional, teacher-controlled instructional programs are still in operation and there is very little opportunity for students to have informal discussions with their faculty members. This was further confirmed in observation and interview.

TABLE 14
TEACHING ABILITY OF THE TRAINING COLLEGE FACULTY
AS WAS OBSERVED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	-	-	-
Below average	-	1 (4)	4 (10.2)	5 (3.62)
Average	7 (9.5)	2 (8)	30 (77.0)	39 (28.26)
Good	53 (71.5)	9 (36)	5 (12.8)	67 (48.55)
Excellent	14 (19)	13 (52)	-	27 (18.52)
Total	74 (100)	25 (100)	39 (100)	39 (100)

TABLE 15
OPPORTUNITY FOR FORMAL OR INFORMAL CONFERENCES WITH
THE FACULTY AS WAS EXPERIENCED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	2 (8)	6 (15.2)	8 (5.80)
Below average	1 (1.3)	5 (20)	8 (20.3)	14 (10.14)
Average	10 (13.5)	18 (72)	15 (38.5)	43 (31.16)
Good	40 (54.1)		10 (26.0)	50 (36.23)
Excellent	23 (31.1)	-	-	23 (16.67)
Total	74 (100)	25 (100)	39 (100)	138 (100)

A large percentage of the RCE students, 89.14%, said that their faculty is willing to help and guide them in a personal way during their training. This was in contrast to the 44% of UDE and 30.8% of TCE students - who felt similar personal help and guidance (see Table 16).

TABLE 16

FACULTY WILLINGNESS TO HELP AND GUIDE THE STUDENTS
AS WAS EXPERIENCED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	-	5 (12.7)	5 (3.62)
Below average	-	4 (16)	8 (20.2)	12 (8.70)
Average	7 (9.6)	10 (40)	14 (35.3)	31 (22.46)
Good	33 (44.6)	10 (40)	11 (28.2)	54 (39.13)
Excellent	34 (45.8)	1 (4.00)	1 (2.6)	36 (26.09)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Relative to the building and facilities 51.3% of RCE, 48% of UDE and 15.4% of TCE student teachers indicated that they have "good" buildings and facilities. However, 48.7% of the students from RCE rated their college buildings and facilities "excellent", as against 8% and 5.1% from UDE's and TCE's, respectively (see Table 17). Good buildings and facilities are definitely a prerequisite for a good training program. Student teachers of the TCE, 79.5% felt that their buildings and facilities were just "average" or "below average". Only 44% of UDE students said that their buildings and facilities were just above "average". Personal observation revealed that the buildings and facilities of RCE were better than that of the UDE's or TCE's, in general.

Similarly, RCE students had better dormitory facilities than either UDE and TCE students. About 82.3% of RCE students felt that their living accommodations were "good to "excellent"; whereas at the UDE's and TCE's, the percentages in these categories were only 24%, and 61.5%, respectively. The majority of the UDE and TCE students thought that their dormitories were deplorable and needed immediate improvements (see Table 18).

TABLE 17
BUILDING AND FACILITIES OF THE TRAINING COLLEGES AS
WAS OBSERVED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	-	-	-
Below average	-	-	4 (10.3)	4 (2.90)
Average	-	11 (44)	27 (69.2)	38 (27.54)
Good	38 (51.3)	12 (48)	6 (15.4)	56 (40.58)
Excellent	36 (48.7)	2 (8)	2 (5.1)	40 (29.98)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 18
AVAILABILITY OF DORMITORY FACILITIES AT THE TRAINING COLLEGES

Ratings	RCE	UDE	TCE	Total
Poor	-	3 (12)	8 (20.6)	11 (7.97)
Below average	2 (2.7)	3 (12)	1 (2.6)	6 (4.35)
Average	11 (15.0)	13 (52)	6 (15.3)	30 (21.74)
Good	32 (43.3)	6 (24)	11 (28.2)	49 (35.51)
Excellent	29 (39)	-	13 (33.3)	42 (30.42)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Insofar as the library facilities were concerned, the RCE students unanimously reported that they were "good" to "excellent" - 44.6% rated them "good" and 55.4% rated them "excellent". On the other hand, the UDE and TCE students rated 36% and 12.7% "good" and 24% and 20.6% "excellent", respectively. A sizeable number of students from UDE's and TCE's reported that their library was "poor" or "below average" (see Table 19).

TABLE 19
LIBRARY FACILITIES OF THE TRAINING COLLEGES AS
WAS OBSERVED BY THE STUDENT TEACHERS

Rating	RCE	UDE	TCE	Total
Poor	-	-	1 (2.6)	1 (0.72)
Below average	-	3 (12)	5 (12.8)	8 (5.80)
Average	-	7 (28)	20 (51.3)	27 (19.57)
Good	33 (44.6)	9 (36)	5 (12.7)	47 (34.06)
Excellent	41 (55.4)	6 (24)	8 (20.6)	55 (39.85)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Similarly, the laboratory facilities of RCE were rated "average" or above by 93.02% of student teachers whereas in UDE's and TCE's, they were rated "average" or below average by about 92.0% and 79.7%, respectively (see Table 20). The laboratory facilities of the college to a greater extent determine the kind of preparation the student teachers receive in science subjects.

The audio-visual equipment of the training colleges seemed to be "average" or below in most cases. None of the RCE students, however, felt that their equipment was below average, although 96% of UDE and 97.4% of TCE students thought that their equipment was "average" or below average (see Table 21).

TABLE 20
LABORATORY FACILITIES OF THE TRAINING COLLEGES AS
WAS OBSERVED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	5 (20)	9 (23.1)	14 (10.14)
Below average	-	3 (12)	7 (18.1)	10 (7.25)
Average	5 (6.8)	15 (60)	15 (38.5)	35 (25.36)
Good	24 (32.4)	2 (8)	8 (20.3)	34 (24.64)
Excellent	45 (60.8)	-	-	45 (32.60)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 21
AVAILABILITY OF AUDIO-VISUAL EQUIPMENT AT THE TRAIN-
ING COLLEGE AS WAS OBSERVED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	7 (28)	9 (23.7)	16 (11.59)
Below average	-	8 (32)	15 (37.5)	23 (16.67)
Average	26 (35.2)]	9 (36)	14 (36.2)	49 (35.51)
Good	35 (47.3)	1 (4)	1 (2.6)	37 (26.81)
Excellent	13 (17.5)	-	-	13 (9.42)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Most of the student teachers, 90.52% felt that the courses they were studying at the training colleges had great practical use. The problem, however, was that they were seldom permitted to experiment with their novel ideas in the actual classrooms because of the "examination pressure" put forth by the administration. The teachers were, therefore, more concerned about finishing the prescribed course of study rather than trying out the theoretical knowledge they discovered. Similar reactions (see Table 22), which are given elsewhere in this chapter, were given by the secondary school teachers and some of the college faculty members.

TABLE 22

TRAINING COLLEGE COURSES AND THEIR PRACTICAL USE TO THE CLASSROOM TEACHERS AS WAS OBSERVED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	1 (1.3)	4 (16)	4 (10.3)	9 (6.52)
Below average	-	1 (4)	2 (5.1)	3 (2.17)
Average	18 (24.3)	7 (28)	10 (25.6)	35 (25.30)
Good	48 (64.8)	11 (44)	12 (30.8)	71 (51.45)
Excellent	8 (10.8)	1 (4.00)	11 (28.2)	20 (13.77)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Further, 93.3% of the Regional College (RCE) students indicated that they had ample facilities for extracurricular and co-curricular activities. Only 28% of UDE and 25.5% TCE students indicated that their extracurricular facilities were "adequate". The remainder felt that it was "below average" or "poor" (see Table 23).

Surprisingly enough, only a very small percentage of student teachers, 16% UDE and 15.4% TCE, felt that the present examination system is undesirable. None of the RCE students belonged to this category, inspite of the fact that 93.3% felt that their examination system was "good" to "excellent", (see Table 24).

TABLE 23

FACILITIES FOR EXTRACURRICULAR ACTIVITIES AS WAS
OBSERVED BY THE STUDENT TEACHERS

Rating	RCE	UDE	TCE	Total
Poor	-	(40)	(38.3)	(18.1)
Below average	5 (6.7)	8 (32)	14 (36.2)	27 (19.5)
Average	41 (55.4)	4 (16)	5 (12.8)	50 (36.2)
Good	21 (28.4)	3 (12)	3 (7.6)	27 (19.5)
Excellent	7 (9.5)	-	2 (5.1)	9 (6.5)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 24

THE DESIRABILITY OF THE EXISTING EXAMINATION SYSTEM AS WAS
EXPERIENCED BY THE STUDENT TEACHERS WHILE UNDER TRAINING

Ratings	RCE	UDE	TCE	Total
Poor	-	1 (4)	2 (5.1)	3 (2.17)
Below average	-	3 (12)	4 (10.3)	7 (5.07)
Average	5 (6.7)	10 (40)	15 (38.3)	30 (21.74)
Good	43 (58.1)	8 (32)	18 (46.3)	69 (50.00)
Excellent	26 (35.2)	3 (12)	-	29 (21.02)
Total	74 (100)	25 (100)	39 (100)	138 (100)

The instructional methods and techniques used in the training colleges seemingly, were satisfactory - 35.51% of all the student teachers felt that they could be rated just "average". Although 59.5% of RCE students have rated teaching methods and techniques of their colleges "good" to "excellent," the rating of TCE was slightly higher, 64.1%. None of the UDE students felt that their teaching methods and techniques could be rated "excellent," even though 44% said that they were "good" (see Table 25).

TABLE 25

THE METHODS AND TECHNIQUES OF INSTRUCTION USED AT THE TRAINING COLLEGES AS WAS EXPERIENCED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	1 (4.00)		1 (0.72)
Below average	-	3 (12.00)	5 (12.8)	8 (3.80)
Average	30 (40.5)	10 (40.0)	9 (23.1)	49 (35.51)
Good	32 (43.3)	11 (44.0)	13 (33.3)	56 (40.58)
Excellent	12 (16.2)	-	12 (30.8)	24 (17.39)
Total	74 (100)	25 (100)	39 (100)	138 (100)

A great percentage (89.14%) of the student teachers received personal assistance (guidance and supervision) from their professors during their student teaching. This help, however, was extended more to RCE students than either UDE or TCE students. Only one student (1.3%) from RCE said that the personal guidance and supervision he received was "below average" or "poor", whereas 8 (32.0%) of UDE and 6 (15.4%) of TCE students felt that their supervision was "below average" or "poor" (see Table 26).

Table 27 shows the breadth and depth of the student teaching program. Most student teachers (128 or 92.76%) felt that they received a waulity student teaching experience under the proper guidance of their professors. This, of course, is very gratifying to both the training

TABLE 26

PERSONAL GUIDANCE AND SUPERVISION GIVEN BY THE TRAINING COLLEGE
FACULTY TO THE STUDENT TEACHERS DURING THE STUDENT TEACHING

Ratings	RCE	UDE	TCE	Total
Poor	1 (1.3)	3 (12)	3 (7.7)	7 (5.07)
Below average	-	5 (20)	3 (7.7)	8 (5.80)
Average	12 (16.2)	8 (32)	8 (20.5)	28 (20.29)
Good	35 (47.3)	9 (36)	11 (28.2)	55 (39.86)
Excellent	26 (35.2)	-	14 (35.9)	40 (28.99)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 27

THE BREADTH AND DEPTH OF THE STUDENT TEACHING PROGRAM AS
EXPERIENCED BY THE STUDENT TEACHERS THEMSELVES

Ratings	RCE	UDE	TCE	Total
Poor	-	1 (4)	3 (7.6)	4 (2.90)
Below average	-	2 (8)	4 (10.3)	6 (4.35)
Average	3 (4.1)	7 (28)	20 (51.2)	30 (21.74)
Good	41 (55.4)	8 (32)	7 (18.2)	56 (40.58)
Excellent	30 (40.5)	7 (28)	5 (12.7)	42 (30.44)
Total	74 (100)	25 (100)	39 (100)	138 (100)

colleges and the schools. The extent of cooperation rendered by the local schools to the student teachers was also very encouraging. Even though there were no laboratory school attached to the UDE's and TCE's their students tended to feel that they were getting very good cooperation and assistance from the local schools for their student teaching. Table 28 indicated that 70.28% of all the student teachers were satisfied with the cooperation they received from the local schools. In spite of the Demonstration Multipurpose Schools attached to the Regional College of Education with modern facilities and adequate number of staff, some 37.8% of student teachers, indicated that the cooperation they received was just "average" or "below average", Only one person (1.3%, however, felt that it was "poor".

TABLE 28

THE EXTENT OF COOPERATION RENDERED BY THE LOCAL SCHOOLS TO THE STUDENT TEACHERS DURING THEIR STUDENT TEACHING PERIOD

Ratings	RCE	UDE	TCE	Total
Poor	1 (1.3)	2 (8)	2 (5.2)	5 (3.62)
Below average	7 (9.5)	1 (4)	2 (5.2)	10 (7.25)
Average	20 (27.0)	3 (12)	3 (7.6)	26 (18.84)
Good	35 (47.2)	13 (52)	13 (33.3)	61 (44.20)
Excellent	11 (15.0)	6 (24)	19 (48.7)	36 (26.08)
Total	74 (100)	25 (100)	39 (100)	138 (100)

The Regional Colleges showed a great degree of balance between theory and practice in their training program. Table 29 shows that all RCE students felt that their training program was above "average in this respect, whereas only 72% of UDE and 63.3% of TCE students felt the same way about their programs. Most programs tended to have more theory and less practice, which is one of the drawbacks of the present teacher training system.

TABLE 29

THE DEGREE OF BALANCE BETWEEN THEORY AND PRACTICE IN THE
TRAINING COLLEGES AS OBSERVED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	3 (12)	5 (12.7)	8 (5.80)
Below average	-	4 (16)	9 (23.0)	13 (9.42)
Average	19 (25.7)	15 (60)	16 (40.3)	50 (36.23)
Good	(54.1)	(12)	(20.4)	(36.96)
Excellent	12 (16.2)	-	1 (2.6)	13 (9.42)
No response	3	-	-	3 (2.17)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Table 30 shows that neither UDE nor TCE currently conducted a vocational or job - oriented teacher training program. At the same time 55% of RCE students felt that they have a "good" to "excellent" vocational program most essentially needed in teacher training.

None of the UDE and TCE students felt that educational research was properly emphasized in their training programs. They all reported that the research emphasis was "below average" or "poor" in both UDE and TCE. On the contrary, 42% of RCE students expressed satisfaction in the research component of their program. (See Table 31).

Character formation through moral and religious instructions at the training colleges has been poorly rated by all the student teachers who participated in the study (see Table 32). In fact, none of the training colleges had a strong moral or religious education program except the disciplining of mind and body through care courses. They could be characterized more as "liberal education" than as religious education.

TABLE 30

THE EXTENT TO WHICH THE VOCATIONAL OR JOB-ORIENTED TRAINING AND GUIDANCE IS GIVEN AT THE TRAINING COLLEGES AS EXPERIENCED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	3 (4.0)	10 (40)	15 (38.3)	28 (20.29)
Below average	8 (10.8)	14 (56)	10 (25.5)	32 (23.19)
Average	22 (30)	1 (4)	14 (36.2)	37 (26.81)
Good	26 (35.2)	-	-	26 (18.84)
Excellent	15 (20.0)	-	-	15 (10.81)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 31

THE DEGREE OF EMPHASIS ON EDUCATIONAL RESEARCH IN THE TRAINING PROGRAM AS OBSERVED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	19 (76)	21 (53.8)	40 (28.99)
Below average	8 (10.8)	6 (24)	18 (46.2)	32 (34.19)
Average	35 (47.2)	-	-	38 (25.36)
Good	22 (30.0)	-	-	22 (15.94)
Excellent	9 (12.0)	-	-	9 (6.52)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 32

MORAL AND RELIGIOUS INSTRUCTIONS IMPARTED AT THE TRAINING COLLEGES FOR THE CHARACTER FORMATION OF STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	25 (33.8)	7 (28)	10 (25.5)	42 (30.43)
Below average	16 (21.6)	10 (40)	7 (18.2)	33 (23.91)
Average	30 (40.5)	1 (4)	1 (2.6)	32 (23.19)
Good	3 (4.1)	6 (24)	9 (23.0)	18 (13.04)
Excellent	-	1 (4)	12 (30.8)	13 (9.42)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Table 33 indicates the extent to which the basic objectives of the training colleges were understood by the student teachers. All the RCE students said that they fully realized the set objectives of their college, while 78% of UDE and 71.8% of TCE students indicated the awareness of such program objectives.

Relative to evaluation, 67.7% of the RCE students thought that their present system of evaluation was "good" or "excellent," as against 16% of UDE and 30.9% of TCE students. A great percentage of UDE and TCE students expressed their discontent with the traditional system of evaluation. Several of the secondary school teachers and administrators also felt that the existing evaluation strategies should be subjected to review and revision (see Table 34).

As a whole, the student teachers felt that their training colleges were doing a good job. Table 35 shows that 97.3% of RCE, 68% of UDE and 69.5% of TCE students rated their colleges "good" or "excellent".

Approximately 52.17% of all the student teachers "agreed" that the majority of courses offered at the training colleges were very interesting and useful to them in regard to their future plans. Some 69.0% of RCE students agreed to this point, but a much smaller percentage (10.8%) "strongly agreed" with it. A great percentage of TCE students (56.5%) "strongly agreed" that their courses were interesting and useful (see Table 36).

TABLE 33

THE EXTENT TO WHICH THE BASIC OBJECTIVES OF THE TRAINING COLLEGES WERE UNDERSTOOD BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	-	2 (8)	5 (12.8)	7 (5.07)
Below average	-	1 (4)	6 (15.4)	7 (5.07)
Average	14 (19.0)	8 (32)	8 (20.5)	30 (21.74)
Good	41 (55.4)	10 (40)	9 (23.1)	60 (43.48)
Excellent	19 (25.6)	4 (16)	11 (28.2)	34 (24.64)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 34

THE SUCCESS* OF THE EXISTING EVALUATION PATTERNS OF THE TRAINING COLLEGES AS WAS VIEWED BY THE STUDENT TEACHERS

Ratings	RCE	UDE	TCE	Total
Poor	1 (1.3)	3 (12)	3 (7.6)	7 (5.07)
Below average	2 (2.6)	7 (28)	6 (15.5)	15 (10.87)
Average	21 (28.4)	11 (44)	18 (46.0)	50 (36.23)
Good	40 (54.2)	1 (4)	10 (25.9)	51 (36.96)
Excellent	10 (13.5)	3 (12)	2 (5.00)	15 (10.87)
Total	74 (100)	25 (100)	39 (100)	138 (100)

*The word success refers to the extent to which the evaluation is realistic and meaningful to the students; the extent that the evaluation related to their gain of knowledge and practical experiences.

TABLE 35

THE OVERALL IMPRESSION OF THE STUDENT
TEACHERS ABOUT THE TRAINING COLLEGE PROGRAM

Ratings	RCE	UDE	TCE	Total
Very poor	-	-	2 (5.0)	2 (1.45)
Poor	-	3 (12)	8 (20.5)	11 (7.97)
Average	2 (2.7)	5 (50)	2 (5.0)	9 (6.52)
Good	45 (60.8)	8 (32)	10 (26.0)	63 (45.65)
Excellent	27 (36.5)	9 (36)	17 (43.5)	53 (38.41)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 36

LARGE NUMBER OF COURSES OFFERED AT THE TRAINING COLLEGES ARE
INTERESTING AND USEFUL TO THE STUDENT TEACHERS

Responses	RCE	UDE	TCE	Total
Strongly disagree	-	-	2 (5.1)	2 (1.45)
Disagree	3 (4.0)	5 (20)	2 (5.1)	10 (7.25)
Undecided	12 (16.2)	4 (16)	2 (5.01)	18 (13.04)
Agree	51 (69.0)	10 (40)	11 (28.2)	72 (52.17)
Strongly agree	8 (10.8)	6 (24)	22 (56.5)	36 (26.09)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 37

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THERE IS VERY LITTLE
PLACE FOR EXTRACURRICULAR ACTIVITIES IN THE TRAINING COLLEGES

Responses	RCE	UDE	TCE	Total
Strongly disagree	8 (10.8)	1 (4)	2 (5.1)	11 (7.97)
Disagree	21 (28.3)	3 (12)	5 (12.8)	29 (21.01)
Undecided	2 (27.7)	6 (24)	1 (2.6)	9 (6.52)
Agree	32 (43.2)	15 (60)	16 (41.1)	63 (45.65)
Strongly agree	11 (15.0)	-	15 (38.4)	26 (18.84)
Total	74 (100)	25 (100)	39 (100)	138 (100)

As was expected, some 56.5% of TCE students clearly indicated that they had joined the teacher training college simply because "no other immediate plans had materialized". At the same time 98.6% of RCE students "disagreed" or "strongly disagreed" with the statement. About 52% of UDE students felt that they turned to teaching due to their interest in the profession. Thus the majority of the RCE students made stronger commitments to the teaching profession at an earlier age than either UDE or TCE students, (see Table 38).

Only a small percent, 15.94%, of all the student teachers felt that most of them would leave the teaching profession for a better job should they be given a chance to do so. However, 46% of TCE students "agreed" or "strongly agreed" with the statement, compared to 4% of UDE and 4% of RCE students (see Table 39). Apparently, a large number of TCE students would not have considered going into teaching, if they had other avenues to turn to. A majority of RCE and UDE students seemed committed to their profession long before they joined the RCE's.

Table 40 shows the number of student teachers who felt that intelligent and highly competent people take jobs other than teaching. About 75.5% of RCE students "disagreed" or "strongly disagreed" with the statement as against 8% of UDE and 23.1% of TCE students. At the same time

TABLE 38

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THEY HAVE
JOINED THE TRAINING COLLEGE SIMPLY BECAUSE NO OTHER
IMMEDIATE PLANS HAD MATERIALIZED

Responses	RCE	UDE	TCE	Total
Strongly disagree	38 (51.3)	1 (4)	3 (7.7)	42 (30.43)
Disagree	35 (47.3)	12 (48)	12 (30.7)	59 (42.75)
Undecided	1 (1.4)	3 (12)	2 (5.1)	6 (4.35)
Agree	-	9 (36)	8 (20.5)	17 (12.32)
Strongly agree	-	-	14 (36.00)	14 (10.14)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 39

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT MOST PEOPLE
IN TEACHING WOULD LEAVE THE PROFESSION FOR A BETTER
POSITION, SHOULD THEY BE GIVEN A CHANCE

Responses	RCE	UDE	TCE	Total
Strongly disagree	41 (55.4)	8 (32)	5 (12.87)	54 (39.13)
Disagree	28 (37.9)	6 (24)	10 (25.9)	44 (31.88)
Undecided	2 (2.7)	10 (40)	6 (15.4)	18 (13.04)
Agree	1 (1.3)	1 (4)	7 (17.9)	9 (6.52)
Strongly agree	2 (2.7)	-	11 (28.1)	13 (9.42)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 40

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT INTELLIGENT AND
HIGHLY COMPETENT PEOPLE TAKE JOBS OTHER THAN TEACHING

Responses	RCE	UDE	TCE	Total
Strongly disagree	26 (35.0)	-	3 (7.6)	29 (21.01)
Disagree	30 (40.5)	2 (8)	6 (15.5)	36 (26.09)
Undecided	8 (10.8)	-	11 (28.2)	19 (13.77)
Agree	7 (9.4)	13 (52)	9 (22.9)	29 (21.01)
Strongly agree	5 (6.7)	10 (40)	10 (25.8)	25 (18.12)
Total	74 (100)	25 (100)	39 (100)	138 (100)

48.7% of TCE students and 92% of UDE students "agreed" or "strongly agreed" with the statement. Lack of self-confidence and of pride in one's own profession was indicated by these responses. Very little of this lack was seen among the RCE students when compared with UDE and TCE students.

It has been clearly indicated (see Table 41) that 91.9% of RCE students did not feel that people became teachers simply to get an income. The percentage is equally high among UDE (82%) students and TCE (69.3%) students. This could be because of the relatively small salary teachers get or the recognition of teaching as a noble profession.

Table 42 shows the number of student teachers who felt that training colleges teach several subjects that have little or no practical value. Some 32.3% of RCE students "disagreed" or "strongly disagreed" with the statement. Only 30.8% of TCE students "agreed" or "strongly agreed" that many of their subjects had little or no practical value as against 59.5% of RCE students, while none of the UDE students agreed.

It was encouraging to find that 92.03% of all the student teachers felt that teaching was a noble profession. Some 15.2% of the student teachers from TCE and 12% from UDE "disagreed" or "strongly disagreed" with it. None of the RCE students, however, belonged to the latter group (see Table 44).

TABLE 41

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THOSE WHO ACCEPT
TEACHING AS THEIR CAREER DOES SO SIMPLY FOR AN INCOME

Responses	RCE	UDE	TCE	Total
Strongly disagree	38 (51.3)	8 (32)	8 (20.5)	54 (39.13)
Disagree	30 (40.6)	15 (60)	19 (48.8)	64 (46.38)
Undecided	2 (2.7)	1 (4)	1 (2.5)	4 (2.90)
Agree	4 (5.4)	1 (4)	6 (15.5)	11 (7.97)
Strongly agree	-	-	5 (12.7)	5 (3.62)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 42

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE TRAINING COLLEGES TEACH
SEVERAL SUBJECTS THAT HAVE LITTLE OR NO PRACTICAL VALUE

Responses	RCE	UDE	TCE	Total
Strongly disagree	6 (8.1)	5 (20)	7 (18.0)	18 (13.04)
Disagree	18 (24.3)	15 (60)	16 (41.0)	47 (34.06)
Undecided	6 (8.1)	5 (20)	4 (10.2)	15 (10.87)
Agree	33 (44.5)	-	8 (20.6)	41 (29.71)
Strongly agree	11 (15.0)	-	4 (10.2)	15 (10.87)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 43

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE TIME SPENT FOR TEACHING
COULD HAVE BEEN USED MORE PRODUCTIVELY IN SOME OTHER FIELD OR AREA

Responses	RCE	UDE	TCE	Total
Strongly disagree	11 (14.9)	5 (20)	5 (12.9)	21 (15.22)
Disagree	40 (54.0)	10 (40)	8 (20.5)	58 (42.03)
Undecided	10 (13.5)	6 (4)	15 (38.4)	31 (22.46)
Agree	9 (12.2)	4 (16)	8 (20.5)	21 (15.22)
Strongly agree	4 (5.4)	-	3 (7.7)	7 (5.07)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 44

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT TEACHING
IS A NOBLE PROFESSION

Responses	RCE	UDE	TCE	Total
Strongly disagree	-	2 (8)	4 (10.2)	6 (4.35)
Disagree	-	1 (4)	2 (5.0)	3 (3.17)
Undecided	1	-	1 (2.5)	2 (1.45)
Agree	18 (24.2)	9 (36)	10 (25.9)	37 (26.81)
Strongly agree	56 (75.8)	13 (52)	22 (56.4)	90 (65.22)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Table 45 shows that students had diverse opinions about their professors' awareness of students' needs. About 34.78% of all the student teachers felt that their professors knew their students' needs as against 44.92% who felt otherwise. From the RCE, 40.6% of students agreed that their professors knew their needs as against 9% from UDE and 30.9% from RCE. Nevertheless, the percentage of RCE students who strongly felt that their professors were unaware of their needs. This was equally high (44.4%) as that of UDE (40%) and TCE (48.6%) students. Thus, more students from all the training colleges felt that there was a lack of understanding among the faculty members about the inherent students' needs.

TABLE 45
THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT MOST OF THEIR PROFESSORS ARE AWARE OF STUDENT NEEDS

Responses	RCE	UDE	TCE	Total
Strongly disagree	2 (2.7)	1 (4)	2 (5.0)	5 (3.62)
Disagree	28 (37.9)	5 (5)	10 (25.9)	43 (31.16)
Undecided	11 (15.0)	9 (36)	8 (20.5)	28 (20.29)
Agree	19 (25.5)	10 (40)	15 (38.4)	44 (31.88)
Strongly agree	14 (18.9)	-	4 (10.2)	18 (13.04)
Total	74 (100)	25 (100)	39 (100)	138 (100)

There was increased concern among students about the unemployment among the educated people, but very few (34.7%) said that they lost their interest in studies because of the uncertainty about jobs. At the same time, 52.90% clearly stated that they were least affected by the unemployment threat. The percentage was much higher among RCE students, (70.2%) and UDE students (60%). However, the majority of TCE students (71.8%) were concerned about the job situation. They lost their interest in their studies. This indicated that a large majority of TCE students selected teacher training simply hoping to obtain a job, and when they do not have such an assurance, they do lose their interest in the profession. Evidently both RCE and UDE students have better professional commitments than TCE, as the former is ready to

face the task, in spite of the so-called unemployment threats. In simple terms, TCE students selected teacher training merely because there was no alternative found (see Table 46).

TABLE 46

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THEY LOST INTEREST
IN THEIR STUDIES AFTER DISCOVERING THE DIFFICULTIES IN
OBTAINING A JOB UPON THEIR GRADUATION

Responses	RCE	UDE	TCE	Total
Strongly disagree	12 (16.2)	7 (28)	3 (7.7)	22 (15.94)
Disagree	40 (54.0)	8 (32)	3 (7.7)	51 (36.96)
Undecided	2 (2.7)	10 (40)	5 (12.8)	17 (12.32)
Agree	13 (17.6)	-	12 (30.7)	25 (18.12)
Strongly agree	7 (9.5)	-	16 (41.1)	23 (16.67)
Total	74 (100)	25 (100)	39 (100)	138 (100)

According to Table 48, 72% of TCE students felt that it was not worth the time and money to obtain a teacher's training, as opposed to 28% of UDE and 19% of TCE students. At the same time, 70% of RCE students felt that they were getting the maximum for their time and money from their training colleges. Only 36% of UDE and 15.2% of TCE students could unhesitantly say that they were getting their money's worth from their college programs. This further supported the lack of professional commitment among student's and revealed the poor quality training imparted both at UDE's and TCE's.

About 51.4% of RCE student teachers "disagreed" or "strongly disagreed" that their classes were a great bore and they hardly received anything out of them - in contrast to 24% of UDE and 15.5% of TCE students. Amazingly, 64% of both TCE and UDE students felt that their classes were a bore and that they learned very little from them (see Table 49). TCE students (69.1%) and UDE students (44%) obtained very little of value in the courses that they had taken at the training colleges, as against 12.2% of RCE students.

TABLE 47

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT MOST TEACHERS LIKE
TO EXERCISE THEIR AUTHORITY UPON THEIR STUDENTS

Responses	RCE	UDE	TCE	Total
Strongly disagree	10 (13.5)	3 (12)	2 (5.0)	15 (10.87)
Disagree	11 (14.9)	10 (40)	10 (25.8)	31 (22.46)
Undecided	9 (12.2)	7 (28)	14 (35.9)	30 (21.74)
Agree	40 (54.0)	3 (12)	8 (20.5)	51 (36.96)
Strongly agree	4 (5.4)	2 (8)	5 (12.8)	11 (7.97)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 48

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT IT IS NOT WORTH THE
TIME AND MONEY ONE MUST SPEND TO GET A TEACHER'S TRAINING

Responses	RCE	UDE	TCE	Total
Strongly disagree	12 (16.2)	2 (8)	2 (5.0)	16 (11.59)
Disagree	40 (54.0)	7 (28)	4 (10.2)	51 (36.96)
Undecided	8 (10.8)	9 (36)	5 (12.8)	22 (15.94)
Agree	11 (14.9)	7 (28)	14 (36)	32 (23.19)
Strongly agree	3 (4.1)	-	14 (36)	17 (12.32)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 49

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT SOME OF THE
CLASSES THEY ATTEND ARE SO BORING THAT THE STUDENTS
HARDLY LEARN ANYTHING FROM THEM

Responses	RCE	UDE	TCE	Total
Strongly disagree	8 (10.8)	4 (16)	-	12 (8.70)
Disagree	30 (40.6)	2 (8)	6 (15.5)	38 (27.54)
Undecided	5 (6.7)	3 (12)	8 (20.5)	16 (11.59)
Agree	10 (13.5)	16 (64)	25 (64.0)	51 (36.96)
Strongly agree	21 (28.4)	-	-	21 (15.22)
Total	74 (100)	25 (100)	39 (100)	138 (100)

A great percentage of RCE students (83.7%) felt that the courses and the program itself was of great practical value to anyone who went for teaching. This indicated that the modern curriculum adopted in the RCE's had great practical value as compared to the traditional ones still being used in UDE's and TCE's (see Table 50).

Table 51 shows that 91.8% of RCE students were satisfied with the general guidance and individual assistance given them at the RCE's. Only 44% of UDE and 38.5% TCE students felt that their colleges gave them such guidance and assistance. At the same time, 48.7% of TCE and 24% of UDE students indicated that the individual assistance and general guidance given to them was "useless" or "extremely useless," as against 4.1% of students from RCE. There was a considerable amount of dissatisfaction among UDE and TCE students about their training programs.

About 95.9% of RCE students felt that the courses taught at their training college were "appropriate" or "extremely appropriate." Although 64% of UDE students felt the same way, only 28.6% of TCE students concurred with them. Some 45.3% of TCE students pointed out that their course work was "inappropriate" or "extremely inappropriate" for their professional preparation (see Table 52).

TABLE 50

THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL
THAT THEY ARE TAKING COURSES AT THE TRAINING COLLEGE,
WHICH HAVE NO PRACTICAL VALUE

Responses	RCE	UDE	TCE	Total
Strongly disagree	19 (25.6)	1 (4)	1 (2.6)	21 (15.22)
Disagree	43 (58.1)	7 (28)	7 (18.0)	57 (41.30)
Undecided	3 (4.1)	6 (24)	4 (10.3)	13 (9.42)
Agree	9 (12.2)	10 (40)	18 (46.1)	37 (26.81)
Strongly agree	-	1 (4)	9 (23.0)	10 (7.25)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 51

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE GENERAL GUIDANCE AND
INDIVIDUAL ASSISTANCE GIVEN AT THE TRAINING COLLEGE ARE QUITE
SATISFACTORY TO BEGIN THEIR TEACHING CAREER

Responses	RCE	UDE	TCE	Total
Extremely useful	15 (20.2)	1 (4)	1 (2.5)	17 (12.32)
Useful	53 (71.6)	10 (40)	14 (36.0)	77 (55.80)
Undecided	3 (4.1)	8 (32)	5 (12.8)	16 (11.59)
Useless	1 (1.4)	5 (20)	12 (30.7)	18 (13.04)
Extremely useless	2 (2.7)	1 (4)	7 (18.0)	10 (7.24)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 52

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE COURSE
WORK AT THE TRAINING COLLEGE IS QUITE RELEVANT
FOR THEIR PROFESSIONAL PREPARATION

Responses	RCE	UDE	TCE	Total
Extremely appropriate	11 (14.9)	2 (8)	1 (2.6)	14 (10.14)
Appropriate	60 (81.0)	14 (56)	10 (26.0)	84 (60.87)
Undecided	-	5 (20)	10 (26.0)	15 (10.87)
Inappropriate	2 (2.7)	3 (12)	13 (33.4)	18 (13.04)
Extremely inappropriate	1 (1.4)	1 (4)	5 (12.9)	7 (5.27)
Total	74 (100)	25 (100)	39 (100)	138 (100)

The student teachers pointed out that there was considerable disagreement among themselves about the quality of instruction that they obtained at the training colleges. Only 32% of UDE students and 23.1% of TCE students thought that they experienced superior instruction in "nearly all" or "a large portion" of their courses. The percentage was much higher (81.0%) among students from RCE's. Table 53 indicates that 66.6% of TCE and 56% of UDE students felt that only "a small portion" or "nearly none" of the courses had they received superior instruction. This was a contrast to the RCE responses that it strongly questions the professional quality and integrity of the training college faculty, and the quality of instruction that they imparted.

Table 54 shows the number and percentage of the faculty members whom the student teachers rank "outstanding". None of the UDE and TCE students rated their faculty members as "outstanding", while 27.0% of RCE students felt that "nearly all" their faculty members belonged to this category. It was rather alarming that almost 79.5% of TCE and 48% of UDE students pointed out that only "a small portion" or "nearly none" of their faculty could be called "outstanding" in their estimation. It revealed that there was a large number of mediocre professors in those training colleges.

TABLE 53

THE NUMBER AND PERCENTAGE OF COURSES IN WHICH THE STUDENT TEACHERS
EXPERIENCED SUPERIOR INSTRUCTIONS AT THE TRAINING COLLEGE

Number of Courses	RCE	UDE	TCE	Total
Nearly all	20 (27.0)	3 (12)	5 (12.8)	28 (20.29)
A large portion	40 (54.0)	5 (20)	4 (10.3)	49 (35.51)
Undecided	8 (10.9)	3 (12)	4 (10.3)	15 (10.87)
Small portion	6 (8.1)	12 (48)	22 (56.4)	40 (28.99)
Nearly none	-	2 (8)	4 (10.2)	6 (4.34)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 54

THE NUMBER AND PERCENTAGE OF THE COLLEGE FACULTY
WHOM THE STUDENT TEACHERS FELT ARE OUTSTANDING

Number of Faculty	RCE	UDE	TCE	Total
Nearly all	20 (27.0)	-	-	20 (14.49)
A large proportion	43 (58.1)	8 (32)	5 (12.9)	56 (40.58)
Undecided	1 (1.4)	5 (20)	3 (7.6)	9 (6.52)
A small proportion	10 (13.5)	10 (40)	26 (66.6)	46 (33.33)
Nearly none	-	2 (8)	5 (12.9)	7 (5.07)
Total	74 (100)	25 (100)	39 (100)	138 (100)

About 94.6% of RCE students expressed great satisfaction in the existing facilities, material, and equipment of the training colleges (see Table 55). The percentage was equally high (88%) among UDE students. However, only 28.2% of TCE students felt that they were satisfied with the facilities and equipment that they had; and 56.3 stated that they were "unsatisfactory" or "very unsatisfactory". The majority of TCE's evidently had poor facilities and equipment that were inadequate and insufficient to facilitate quality training to their students. The problem was not that crucial among UDE's.

TABLE 55

THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO EXPRESSED SATISFACTION IN THE EXISTING TRAINING COLLEGE FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS

Responses	RCE	UDE	TCE	Total
Very satisfactory	30 (40.5)	2 (8)	0	32 (23.18)
Satisfactory	40 (54.1)	20 (80)	11 (28.2)	71 (51.45)
Undecided	2 (2.7)	-	6 (15.5)	8 (5.80)
Unsatisfactory	2 (2.7)	1 (4)	18 (46.1)	21 (15.22)
Very unsatisfactory	-	2 (8)	4 (10.2)	6 (4.35)
Total	74 (100)	25 (100)	39 (100)	138 (100)

The student teachers as a whole felt that the program of instruction at their respective training colleges had influenced and encouraged them to continue remaining in the teaching profession. Some 95.5% of RCE students, 60% of UDE students and 43.7% of TCE students stated that they were encouraged or very much encouraged by the training college program to remain in the teaching profession. However, 48.6% of TCE and 36% of UDE students indicated that the training college program had influenced them very little for them to remain in the teaching profession (see Table 56).

TABLE 56

THE DEGREE TO WHICH THE TRAINING COLLEGE PROGRAM INFLUENCED AND
ENCOURAGED THE STUDENT TEACHERS TO CONTINUE REMAINING
IN THE TEACHING PROFESSION

Responses	RCE	UDE	TCE	Total
Very much encouraged	30 (40.5)	3 (12)	3 (7.7)	36 (26.08)
Encouraged	41 (55.4)	12 (48)	14 (36.0)	67 (48.55)
Undecided	2 (2.7)	1 (4)	3 (7.7)	6 (4.35)
Little encouraged	-	8 (32)	11 (28.1)	19 (13.77)
Very little encouraged	1 (1.4)	1 (4)	8 (20.5)	10 (7.24)
Total	74 (100)	25 (100)	39 (100)	138 (100)

Sadly, a sizeable number of student teachers felt that their professors hardly knew the objectives of the courses they taught. About 66.7% of TCE students, 56% of UDE students, and 21.6% of RCE students felt that this was a naked truth (Table 57). As a matter of fact, only 20.5% of TCE and 32% of UDE students felt that their professors knew the objectives of the various courses they taught to 67.6% of RCE students. Unclear objectives could lead to increased chaos and added confusion in the classroom.

Table 59 indicates the percentage of student teachers who felt that the training they obtained was adequate enough for them to pursue a successful teaching career. Although 97.4% of RCE students valued their training very high, only 38.6% of TCE students felt the same way. The percentage was slightly higher (60%) among UDE students.

About 60.8% of all the student teachers felt that teachers should constantly update their knowledge for successful teaching. Some 97.2% of RCE, 76% of UDE, and 89.8% of TCE students agreed that they should have opportunities to update their knowledge regularly. (see Table 60). Suprisingly enough, 20% of UDE students "disagreed" or "strongly

TABLE 57

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT MANY OF THEIR PROFESSORS
DON'T KNOW THE OBJECTIVE'S OF THE COURSES THEY TEACH

Responses	RCE	UDE	TCE	Total
Strongly disagree	10 (13.5)	2 (8)	3 (7.7)	15 (10.81)
Disagree	40 (54.1)	6 (24)	5 (12.8)	51 (36.96)
Undecided	8 (10.8)	3 (12)	5 (12.8)	16 (11.59)
Agree	6 (8.1)	10 (40)	5 (64.1)	41 (29.71)
Strongly agree	10 (13.5)	4 (16)	1 (2.6)	15 (10.87)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 58

THE NUMBER AND PERCENTAGES OF THE STUDENT TEACHERS WHO FEEL THAT TEACH-
ING IS NOT AS MONOTONOUS AS THEY THOUGHT THAT IT WOULD BE

Responses	RCE	UDE	TCE	Total
Strongly disagree	-	1 (4)	2 (5.0)	3 (2.17)
Disagree	5 (6.6)	8 (32)	7 (18.0)	20 (14.47)
Undecided	8 (10.8)	6 (24)	7 (18.0)	21 (15.22)
Agree	52 (70.3)	8 (32)	6 (15.5)	66 (47.83)
Strongly agree	9 (12.3)	2 (8)	17 (43.5)	28 (20.29)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 59

THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT THE
TRAINING THAT THEY ARE GETTING IS QUITE ADEQUATE TO PURSUE
A SUCCESSFUL TEACHING CAREER

Responses	RCE	UDE	TCE	Total
Strongly disagree	-	1 (4)	3 (7.6)	4 (2.90)
Disagree	-	5 (20)	13 (33.3)	18 (13.04)
Undecided	2 (2.6)	4 (16)	8 (20.5)	14 (10.14)
Agree	51 (69.0)	4 (16)	5 (12.8)	60 (43.48)
Strongly agree	21 (28.4)	11 (44)	10 (25.8)	42 (30.43)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 60

THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT
TEACHERS SHOULD CONSTANTLY UPDATE THEIR KNOWLEDGE
FOR SUCCESSFUL TEACHING

Responses	RCE	UDE	TCE	Total
Strongly disagree	-	3 (12)	1 (2.6)	4 (2.90)
Disagree	1 (1.4)	2 (8)	1 (2.6)	4 (2.90)
Undecided	1 (1.4)	1 (4)	2 (5.0)	4 (2.90)
Agree	12 (16.2)	15 (60)	15 (38.5)	42 (30.43)
Strongly agree	60 (81.0)	4 (16)	20 (51.3)	84 (60.8)
Total	74 (100)	25 (100)	39 (100)	138 (100)

disagreed" with this, while the percentage was as low as 1.4% and 5.2% among RCE and TCE students. Apparently, most student teachers felt that in-service training was essential to keep them abreast of the new knowledge and new developments in their profession.

Table 61 shows that 61.6% of TCE students and 44% of UDE students felt that the one-year teacher training they now received was grossly inadequate to prepare professional teachers. The percentage was as high as 90.5% among RCE students who felt the same way. At the same time 48% of UDE students and 33.3% of TCE students felt that the one-year was long enough to impart quality training for teachers. Only 9.5% of RCE students felt that four years was too long for teacher training. Seemingly, the student teachers from all three institutions favored an extended period of teaching-training to replace the traditional one-year Bachelor of Education (B.Ed.) degree program.

TABLE 61

THE NUMBER OF STUDENT TEACHERS WHO FEEL THAT THE ONE-YEAR TEACHER TRAINING IS NOT ADEQUATE ENOUGH TO PREPARE A PROFESSIONAL TEACHER

Responses	RCE	UDE	TCE	Total
Strongly disagree	3 (4.1)	2 (8)	4 (10.3)	9 (6.52)
Disagree	4 (5.4)	10 (40)	9 (23.0)	23 (16.67)
Undecided	-	2 (8)	2 (5.0)	4 (2.90)
Agree	20 (27.0)	10 (40)	19 (48.8)	49 (35.51)
Strongly agree	47 (63.5)	1 (4)	5 (12.8)	53 (38.3)
Total	74 (100)	25 (100)	39 (100)	138 (100)

About 87% of all the student teachers "agreed" or "strongly agreed" that their professors should have had special teacher training to teach them. TCE students, (84.9%) UDE students, (64%) RCE students (95.9%), agreed with this statement. A very small percentage (5.79%) of all the students did not think that such specialized training was unnecessary for their faculty (see Table 62).

TABLE 62

THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO FEEL THAT THEIR PROFESSORS SHOULD HAVE HAD SPECIAL TRAINING TO TEACH IN THE TRAINING COLLEGE

Responses	RCE	UDE	TCE	Total
Strongly disagree	-	1 (4)	2 (5.0)	3 (2.17)
Disagree	1 (1.4)	3 (12)	1 (2.5)	5 (3.62)
Undecided	2 (2.7)	5 (20)	3 (7.6)	10 (7.25)
Agree	40 (54.0)	14 (56)	10 (25.9)	64 (46.38)
Strongly agree	31 (41.9)	2 (8)	23 (59.0)	56 (40.58)
Total	74 (100)	25 (100)	39 (100)	138 (100)

The future educational plans of all the student teachers revealed interesting variations. About 14.49% of all the student teachers said that they plan to start working toward a master's degree in education shortly after finishing their bachelor's degree program, while 10.87% said that they would start working toward a master's degree in an area other than education. The highest percentage of all the student teachers (51.45%) committed themselves to enter into secondary school teaching shortly after their graduation. About 64% of TCE students, 48% of UDE students and 46% of RCE students have envisioned their immediate entry into secondary school teaching (see Table 63). The commitment for secondary school teaching immediately after their graduation came from a comparatively smaller percentage of RCE students. The reason for this should be looked elsewhere. Interestingly enough, just 3.7% of all the students thought that they would look for a non-teaching job. It is evident that the majority of student teachers do have full commitment for teaching, although some prefer to start it at a later date (after finishing higher studies etc.).

Table 65 reveals that over 60% of all the students feel that they would to into teaching, should they be given a second chance to begin their undergraduate program. Once again, TCE students scored the highest percentage (77%) while the RCE students came next with 54%. Only 52% of UDE students indicated that they would be willing to make teaching their career, should they be given a second chance. Strangely enough,

TABLE 63

THE FUTURE EDUCATIONAL PLANS FOR ALL THE STUDENT
TEACHERS AS THEY FORESEE THEM NOW

Responses	RCE	UDE	TCE	Total
Immediate entry for a masters in Educ.	15 (20.2)	3 (12)	2 (5.1)	20 (14.49)
Immediate entry for a masters in other fields	8 (10.8)	5 (20)	2 (5.1)	15 (10.87)
Immediate entry in secondary school teaching	34 (46.0)	12 (48)	25 (64.1)	71 (51.45)
Looking for a job other than teaching	4 (5.4)	3 (12)	5 (12.9)	12 (8.70)
Taking it easy for a year	-	1 (4)	3 (7.7)	4 (2.90)
Other	13 (17.6)	1 (4)	2 (5.1)	16 (11.5)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 64

THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO ARE
EXTREMELY INTERESTED IN THE FOLLOWING ACTIVITIES

Responses	RCE	UDE	TCE	Total
Teaching	50 (67.5)	5 (20)	6 (15.6)	61 (44.20)
Administration	8 (10.8)	2 (8)	3 (7.7)	13 (9.42)
Educational research	12 (16.1)	5 (20)	5 (12.8)	22 (15.94)
Government job	1 (1.4)	6 (24)	2 (5.1)	9 (6.52)
Social work	-	1 (4)	9 (23.0)	10 (7.25)
Politics	-	1 (4)	1 (2.5)	2 (1.45)
Guidance and counseling	1 (1.4)	-	2 (5.1)	3 (2.17)
Student personnel work	-	-	-	0
Public relations	1 (1.4)	1 (4)	-	2 (1.45)
Vocational instruction	1 (1.4)	1 (4)	2 (5.1)	4 (2.90)
Developing teaching aids	-	-	4 (10.3)	4 (2.90)
Teacher education	-	3 (12)	1 (2.5)	4 (2.90)
Other	-	-	4 (10.3)	4 (2.90)
Total	74 (100)	25 (100)	39 (100)	138 (100)

TABLE 65

THE FREQUENCY AND PERCENTAGE OF THE STUDENT TEACHERS WHO THINK THAT THEY WOULD AGAIN CHOOSE TO GO INTO TEACHING, SHOULD THEY BE GIVEN A CHANCE TO BEGIN THEIR UNDERGRADUATE PROGRAM FOR THE SECOND TIME

Responses	RCE	UDE	TCE	Total
Yes	40 (54.0)	13 (52)	30 (77.0)	83 (60.14)
No	28 (37.9)	10 (40)	2 (5.0)	40 (28.99)
Undecided	6 (8.1)	2 (8)	7 (18.0)	15 (10.87)
Total	74 (100)	25 (100)	39 (100)	138 (100)

37.9% of the RCE students categorically stated that they will not go into teaching if they happen to start their college preparation all over again. The UDE students, 40%, also felt the same way, as against just 50% of the TCE students.

Secondary School Teachers

The study revealed that the opinions and concerns of the student teachers have been shared by the secondary school teachers throughout the country. Some of these characteristics that were revealed during the study have attributed to many of the problems and issues which faced the Indian Secondary Schools.

Table 66 indicates that 44.5% of all the secondary school teachers majored in the Sciences. This was in answer to the increasing demand for science teachers throughout the country. 42.3% RCE students majored in the Sciences as against 57.3% TCE teachers and 23.5% of UDE teachers. The surplus quantity of science graduates, therefore, created unemployment as there were not enough job openings in their respective science areas. They, therefore, turned to teaching, instead of business or industry. There were no Arts and Craft teachers from UDE's and TCE's although many of them have excellent programs in this area. A total of 19.3% of RCE teachers were trained in Arts and Crafts. About 43% of all the teachers majored in areas other than the ones specified in the survey.

A vast majority of secondary school teachers are new to their job. About 20% have less than one year of teaching experience and 51% of all

TABLE 66

THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS
BY THEIR MAJOR AREAS OF SPECIALIZATION

Major Areas	RCE Graduates	UDE Graduates	TCE Graduates	Total
Science	11 (42.3)	15 (23.5)	63 (57.3)	89 (44.50)
Language	-	3 (4.7)	2 (1.9)	5 (2.50)
Social studies	4 (15.4)	-	-	4 (2.00)
Education	3 (11.5)	-	3 (2.7)	6 (3.00)
Mathematics	-	2 (3.1)	3 (2.7)	5 (2.50)
Arts & crafts	5 (19.3)	-	-	5 (2.50)
Other	3 (11.5)	44 (68.7)	39 (35.4)	86 (43.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

the teachers have 1-5 years of teaching experience (see Table 67). Many of the schools are now sustained by very young teachers with relatively few years of experience. As was expected, a great many of the RCE teachers (69.2%) had less than a years teaching experience, and the remaining (30.8%) had 1-2 years of experience.

Surely enough, 61% of all the teachers said that they taught subjects other than the ones which they specialized. They include 80.8% of RCE graduates, 70.3% UDE graduates, and 50.9% TCE graduates. This is typical of most schools which had problems to obtain teachers who are qualified to teach individual subjects (see Table 69).*

*In spite of the high rate of unemployment, Indian secondary schools find it difficult to find qualified subject teachers to teach under a departmentalized setting.

TABLE 67
THE NUMBER OF YEARS OF TEACHING EXPERIENCE
THE SECONDARY SCHOOL TEACHERS POSSESS

Years	RCE	UDE	TCE	Total
Less than 1	18 (69.2)	12 (18.8)	10 (9.1)	40 (20.00)
1 - 2	18 (30.8)	15 (23.5)	30 (27.2)	53 (26.50)
3 - 5	-	9 (14.0)	40 (36.4)	49 (24.50)
6 - 8	-	11 (17.2)	9 (8.2)	20 (10.00)
9 - 10	-	10 (15.6)	15 (13.7)	25 (12.50)
11 - 15	-	3 (4.7)	6 (5.4)	9 (4.50)
Over 15	-	4 (6.2)	-	4 (2.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 68

THE AVERAGE SIZE OF THE SCHOOL THE SECONDARY SCHOOL TEACHERS
ARE TEACHING AT PRESENT

Number of Students	RCE	UDE	TCE	Total
Less than 100	3 (11.5)	10 (15.6)	5 (4.5)	18 (9.00)
101 - 200	11 (42.3)	7 (11.0)	9 (8.2)	27 (13.50)
201 - 300	5 (19.2)	4 (6.2)	13 (11.8)	22 (11.00)
301 - 400	6 (23.1)	7 (11.0)	6 (5.4)	19 (9.50)
401 - 500	-	8 (12.5)	14 (12.8)	22 (11.00)
501 - 1000	1 (3.9)	15 (23.5)	23 (21.0)	38 (19.00)
1001 - 2,000	-	9 (14.0)	18 (16.3)	27 (13.50)
2001 - 3,000	-	4 (6.2)	22 (20.0)	26 (13.00)
3001 - 5,000	-	-	-	-
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 69

THE NUMBER OF TEACHERS WHO TEACH SUBJECTS OUTSIDE
OF THEIR AREA OF SPECIALIZATION

Responses	RCE	UDE	TCE	Total
Yes	21 (80.8)	45 (70.3)	56 (50.9)	122 (61.00)
No	5 (19.2)	15 (23.5)	33 (30.0)	53 (26.50)
No response	-	4 (6.2)	21 (19.1)	25 (12.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

"Better pay" was the one single factor which made many teachers (25.5%) consider teaching at their present institutions. The next important factor was "nearness to home." Some 24% of all the teachers indicated those were the prime reasons for teaching at the present school. Only a very small percentage felt that other factors (see Table 70) were important for their selection of those particular schools.

Alarminglly, only a small percentage (18.5%) of teachers had committed themselves to teaching while they were in high school or before. Lack of early commitment has been seen more among UDE (18.7%) and TCE (12.8%) graduates, than RCE (42.3%) graduates (see Table 71). However, about 42.3% of RCE graduates decided to become teachers only while they were in college. About 32.8% of the UDE graduates turned to teaching immediately following college, while 37.5% decided to become teachers either after a year's frustration at home without any profitable job or after a master's degree and yet unemployed. About 51.8% of all the TCE graduates who became teachers were in the last category, as against 15.4% of the RCE graduates. This further reveals that a large number of UDE and TCE graduates embraced teaching simply because they had no other alternative.

It is encouraging to note in Table 72 that 67% of all the secondary school teachers liked teaching as their profession. Only 14% of the UDE graduates and 9.1% of the TCE graduates openly admitted that they undertook teaching for the simple reason that "no other job was available." None of the RCE graduates belonged to this category.

Table 73 indicates that 47% of all the secondary school teachers felt that their training was quite appropriate for a successful teaching career. Only 19.3% of the RCE graduates thought that the courses were

TABLE 70

THE FACTORS WHICH MADE THE TEACHERS TO CONSIDER
TEACHING AT THE PRESENT INSTITUTION

Various Factors	RCE	UDE	TCE	Total
Nearness to home	5 (19.2)	21 (32.8)	22 (20.0)	48 (24.00)
Better pay	7 (27.0)	35 (54.7)	9 (8.2)	51 (25.50)
Schools reputation	3 (11.5)	5 (7.9)	23 (21.0)	31 (15.50)
Faculty reputation	5 (19.2)	2 (3.1)	1 (0.9)	8 (4.00)
Only school placed	6 (23.1)	1 (1.5)	17 (15.4)	24 (12.00)
People and the community	-	-	4 (3.7)	4 (2.00)
Less living expense	-	-	1 (0.9)	1 (0.50)
Interest in new programs	-	-	5 (4.5)	5 (2.50)
Extra curricular activities	-	-	4 (3.7)	4 (2.00)
Chances for experimentation	-	-	3 (2.7)	3 (1.50)
Had no other choice	-	-	2 (1.8)	2 (1.00)
Willingness to help	-	-	3 (2.7)	3 (1.50)
Instructional facilities	-	-	3 (2.7)	3 (1.50)
Other	-	-	13 (11.8)	13 (6.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 71

THE STAGES AT WHICH THE SECONDARY SCHOOL TEACHERS COMMITTED
THEMSELVES FOR THE TRAINING CAREER

Different Stages	RCE	UDE	TCE	Total
Prior to high school	8 (30.8)	4 (6.2)	4 (3.7)	16 (8.00)
During high school	3 (11.5)	8 (12.5)	10 (9.1)	21 (10.50)
After high school	-	-	20 (18.2)	20 (10.00)
While in college	11 (42.3)	6 (9.4)	5 (4.5)	22 (11.00)
Right after college	2 (7.7)	21 (32.8)	14 (12.7)	37 (18.50)
A year after bachelor's degree	-	20 (31.3)	24 (21.8)	44 (22.00)
After master's degree	2 (7.7)	4 (6.2)	22 (20.0)	26 (13.00)
Some other time	-	1 (1.6)	11 (10.0)	12 (6.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 72

THE FACTORS WHICH ATTRACTED THE SECONDARY SCHOOL
TEACHERS TO THE TEACHING CAREER

Factors	RCE	UDE	TCE	Total
Like the profession	23 (88.5)	41 (64.1)	70 (63.7)	134 (67.00)
Financial gains	-	3 (4.7)	5 (4.5)	8 (4.00)
Influence of a friend	2 (7.7)	2 (3.1)	3 (2.7)	7 (3.50)
Family tradition	-	-	6 (5.4)	6 (3.00)
Like children	-	1 (1.6)	1 (0.9)	2 (1.00)
Great need for good teachers	1 (3.8)	8 (12.5)	4 (3.7)	13 (6.50)
Paid holidays	-	-	2 (1.8)	2 (1.00)
No other job was available	-	9 (14.0)	10 (9.1)	19 (9.50)
Other	-	-	9 (8.2)	9 (4.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 73

THE EXTENT TO WHICH THE SECONDARY SCHOOL TEACHERS FELT THAT THE
TEACHER TRAINING THEY GOT WAS APPROPRIATE FOR UNDERTAKING
A SUCCESSFUL TEACHING CAREER

Degree of Appropriations	RCE	UDE	TCE	Total
Extremely appropriate	1 (3.9)	11 (17.1)	45 (40.9)	57 (28.50)
Appropriate	4 (15.4)	40 (62.5)	50 (45.4)	94 (47.00)
Undecided	3 (11.5)	5 (7.9)	4 (3.6)	12 (6.00)
Inappropriate	9 (34.7)	5 (7.9)	2 (1.8)	16 (8.00)
Extremely inappropriate	3 (11.8)	1 (1.5)	-	4 (2.00)
No response	6 (23.0)	2 (3.1)	9 (8.2)	17 (8.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

appropriate, although 79.6% of the UDE graduates and 86.3% of the TCE graduates thought that they were either "appropriate" or extremely appropriate."

The secondary school teachers who graduated from RCE's evidently did not see much practical value in the subjects or areas they studied, when compared to what they were teaching in local schools. Since the secondary school curriculum was not designed by the teachers or the school systems, the Ministry of Education or the Director of public instruction mandate had to be enforced for they were designers of the curriculums enforced. Subsequently, some of the areas covered in RCE's were irrelevant to the local schools, although they had great practical value in daily life (e.g., Agriculture and Technology).

Over 80% of RCE graduates acknowledged that the training college program, as a whole, had great practical value. Only 39.1% of UDE graduates and 6.4% of TCE graduates thought that their programs were

"extremely appropriate." Almost 83% of all the secondary school teachers, however, felt that their program was either "extremely appropriate" or "appropriate" from a practical standpoint. Only 7% of the teachers thought that their programs were quite "inappropriate." Table 74 illustrates this point more clearly.

TABLE 74

THE SUITABILITY OF THE TRAINING COLLEGE PROGRAM (COURSES OF INSTRUCTION) AS THE SECONDARY SCHOOL TEACHERS VIEW THEM FROM A PRACTICAL STANDPOINT

Responses	RCE	UDE	TCE	Total
Extremely appropriate	21 (80.8)	25 (39.1)	7 (6.4)	53 (26.50)
Appropriate	4 (15.4)	35 (54.7)	73 (66.4)	112 (56.00)
Undecided	1 (3.8)	2 (3.1)	9 (8.2)	12 (6.00)
Inappropriate	-	2 (3.1)	7 (6.3)	9 (4.50)
Extremely inappropriate	-	-	3 (2.7)	3 (1.50)
No response	-	-	11 (10.0)	11 (5.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

About 84.5% of the secondary school teachers agreed that they had healthy teachers-faculty relationship. Here again, 80.8% of RCE graduates indicated that they had very cordial relationship with their faculty, as compared to 50% of UDE graduates and 24.6% of TCE graduates (see Table 75).

Table 77 shows that over 74% of the secondary school teachers have experienced superior instruction in "nearly all" or "a large portion" of the courses they had taken at the training college. Only 15% of all the teachers felt that they did not experience such superior instruction at the training college.

TABLE 75

THE SECONDARY SCHOOL TEACHERS PERSONAL RELATIONSHIP AND INTERACTION
WITH THEIR TRAINING COLLEGE FACULTY

Response	RCE	UDE	TCE	Total
Very cordial	21 (80.8)	32 (50.0)	27 (24.6)	80 (40.00)
Cordial	5 (19.2)	30 (47.0)	54 (49.1)	89 (44.50)
Undecided	-	1 (1.5)	3 (2.7)	4 (2.00)
Little interaction	-	1 (1.5)	13 (11.8)	14 (7.00)
Very little interaction	-	-	5 (4.5)	5 (2.50)
No response	-	-	8 (7.3)	8 (4.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 76
THE TRAINING COLLEGE COURSES IN WHICH THE SECONDARY SCHOOL
TEACHERS EXPERIENCED SUPERIOR INSTRUCTION

Number of Courses	RCE	UDE	TCE	Total
Nearly all	11 (42.3)	8 (12.4)	52 (47.3)	71 (35.50)
A large portion	10 (38.4)	40 (62.5)	28 (25.5)	78 (39.00)
Undecided	1 (3.9)	5 (8.0)	6 (5.4)	12 (6.00)
Small portion	2 (7.7)	7 (11.0)	19 (17.3)	28 (14.00)
Nearly none	-	1 (1.5)	2 (1.8)	2 (1.00)
No response	2 (7.7)	3 (4.6)	3 (2.7)	8 (4.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 77

CHARACTERISTICS OF THE ENTIRE TEACHER TRAINING PROGRAM THE
SECONDARY SCHOOL TEACHERS HAD GONE THROUGH

Characteristics	RCE	UDE	TCE	Total
Overemphasis on theory	2 (7.7)	20 (31.2)	22 (20.0)	44 (22.0)
Overemphasis on practice	8 (30.8)	5 (7.9)	10 (9.1)	23 (11.50)
Underemphasis on theory	-	4 (6.2)	5 (4.5)	9 (4.50)
Underemphasis on practice	1 (3.9)	2 (3.1)	4 (3.7)	7 (3.50)
Proper balance between theory and practice	15 (57.6)	30 (47.0)	61 (55.6)	106 (53.00)
None of the above	-	2 (3.1)	1 (0.9)	3 (1.50)
No response	-	1 (1.5)	7 (6.4)	(4.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

Table 77 reveals that a sizeable number of the secondary school teachers felt that the training program they undertook provided "proper balance between theory and practice". About 57.6% of RCE graduates, 47% of UDE graduates, and 55.6% of TCE graduates had joined to give a 53% majority to this category. However, 30.8% of RCE graduates felt that their training program "overemphasized practice" that they had a lot more to do than they had anticipated. On the contrary, 31.2% of UDE graduates and 20% of TCE graduates felt that their program "over-emphasis theory." Both from observation and interview, it was further confirmed that the present training program in UDE's and TCE's placed more emphasis on theory than on practice.

The training colleges, as a whole, had fairly adequate instructional facilities. About 92.3% of RCE graduates strongly felt that the facilities and equipment at RCE were "quite adequate" for imparting sound teacher training to their students. Although 48.4% of the UDE graduates were satisfied with their facilities and equipment, only 19% of TCE graduates were satisfied with theirs (Table 78). This finding was in close correlation with the student teachers' observations (see Tables 18-24).

TABLE 78

THE ADEQUACY OF THE TRAINING COLLEGE FACILITIES AND EQUIPMENT AS WAS FELT BY THE SECONDARY SCHOOL TEACHERS WHILE THEY WERE UNDER TRAINING

Response	RCE	UDE	TCE	Total
Quite adequate	24 (92.3)	31 (48.4)	21 (19.0)	76 (38.00)
Adequate	2 (7.7)	20 (31.2)	60 (54.6)	82 (41.00)
Undecided	-	2 (3.1)	2 (1.8)	4 (2.00)
Inadequate	-	5 (7.9)	20 (18.2)	25 (12.50)
Quite inadequate	-	1 (1.5)	3 (2.7)	4 (2.00)
No response	-	5 (7.9)	4 (3.7)	9 (4.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

Table 79 indicates the various modern instructional programs now being practiced in the secondary schools, and the degree to which such programs or activities listed in the table, the RCE graduates were more advanced when compared with the UDE and the TCE graduates. It shows that the Regional Colleges were very progressive and they had already made provisions for the innovative programs. Others were still hesitant to put their hands on experimental programs as they were susceptible to change.

A small percentage (14%) of all the secondary school teachers felt that moral and religious instructions were properly conducted in their

TABLE 79

THE EXTENT TO WHICH MODERN INSTRUCTIONAL PROGRAMS ARE PRACTICED BY THE SECONDARY SCHOOL TEACHERS IN THEIR RESPECTIVE SCHOOLS

Instructional Programs	Very Adequate			Adequate			Undecided			Inadequate			Very Inadequate		
	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE
Large group instruction	15 (57.6)	3 (4.7)	10 (9.1)	10 (38.5)	40 (62.5)	45 (41.0)	1 (3.9)	10 (15.6)	12 (10.8)	-	4 (6.2)	17 (15.4)	-	7 (11.0)	26 (23.7)
Use of instructional materials	20 (76.9)	20 (31.3)	9 (8.2)	6 (23.1)	40 (62.5)	33 (30.0)	-	4 (6.2)	20 (18.2)	-	-	20 (18.2)	-	-	28 (25.4)
Field trips	15 (57.0)	8 (12.5)	5 (4.5)	10 (38.4)	35 (54.7)	9 (8.2)	-	10 (15.6)	16 (14.5)	1 (4.0)	11 (17.2)	16 (14.5)	-	-	64 (58.3)
Experimental methods	16 (61.6)	20 (31.3)	4 (3.6)	8 (30.8)	30 (46.9)	36 (32.7)	1 (3.8)	14 (21.9)	12 (10.8)	-	-	30 (27.3)	1 (3.8)	-	28 (25.5)
Vocational guidance & counseling	20 (76.8)	16 (25.0)	20 (18.3)	2 (7.8)	40 (62.6)	37 (33.5)	-	4 (6.2)	18 (16.3)	1 (3.9)	2 (3.1)	15 (13.6)	3 (11.5)	2 (3.1)	20 (18.3)
Special program for slow learners	5 (19.2)	30 (4.7)	22 (20.0)	18 (69.2)	23 (35.8)	47 (42.7)	-	5 (8.0)	12 (10.8)	2 (7.7)	4 (6.1)	10 (9.2)	1 (3.9)	2 (3.1)	19 (17.3)
Team teaching	20 (76.8)	25 (39.1)	21 (19.0)	5 (19.2)	35 (54.7)	50 (45.0)	-	2 (3.1)	10 (9.0)	1 (4.0)	2 (3.1)	9 (8.0)	-	-	20 (18.0)
Teacher self-evaluation	12 (46.0)	21 (32.8)	10 (9.1)	10 (38.4)	30 (46.8)	53 (48.2)	1 (3.9)	3 (4.6)	26 (23.7)	1 (3.9)	5 (7.9)	6 (5.4)	2 (7.8)	5 (7.9)	15 (13.6)
Research and innovation	10 (38.4)	4 (6.2)	4 (3.7)	7 (27.0)	15 (23.7)	9 (8.2)	4 (15.4)	22 (34.4)	14 (12.7)	2 (7.7)	19 (29.5)	17 (15.4)	3 (11.5)	4 (6.2)	66 (60.0)
Individual conference	18 (69.2)	10 (15.6)	4 (3.7)	4 (15.3)	41 (64.0)	47 (42.8)	1 (3.9)	5 (8.0)	15 (13.6)	1 (3.9)	4 (6.2)	19 (17.3)	2 (7.7)	4 (6.2)	25 (22.6)
Internal assessment	20 (76.9)	10 (15.6)	11 (10.0)	6 (23.1)	50 (78.3)	44 (40.0)	-	1 (1.5)	19 (17.3)	-	1 (1.5)	14 (12.7)	-	2 (3.1)	22 (2.0)

schools to enhance character development. About 57% of RCE graduates were uncertain (undecided) about the adequacy of such programs in their schools (see Table 80). Only 19.2% of RCE graduates felt that they had a strong program in those areas, as against 46.9% of the UDE graduates and 61% of TCE graduates.

TABLE 80

THE NUMBER OF SECONDARY SCHOOL TEACHERS WHO FEEL THAT THE MORAL AND RELIGIOUS INSTRUCTIONS ARE PROPERLY HELD IN THEIR SCHOOLS

Response	RCE	UDE	TCE	Total
Very adequate	-	10 (15.6)	18 (16.3)	28 (14.00)
Adequate	5 (19.2)	20 (31.3)	49 (44.7)	74 (37.00)
Undecided	15 (57.7)	10 (15.6)	6 (5.4)	31 (15.50)
Inadequate	2 (7.7)	15 (23.5)	9 (8.2)	26 (13.00)
Very inadequate	2 (7.7)	9 (14.0)	11 (10.0)	22 (11.00)
No response	2 (7.7)	-	17 (15.4)	19 (9.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

A considerable number of the RCE graduates actively participated in various professional activities. Table 81 shows that 77% of the RCE graduates actively participated in professional activities as compared to 11% of the UDE graduates and 5.6% of the TCE graduates. Similarly, 38% of RCE graduates conducted research and related activities. The percentages were relatively higher for the RCE graduates who published articles in professional journals (19.2%), leadership in community activities (61.6%), conducted periodic group conferences with the staff (42.3%), and arranged seminars for the school teachers (34.8%). The percentage of the UDE and the TCE graduates was comparatively low in almost all of those activities. Evidently, the secondary school teachers who were trained at the Regional Colleges of Education engaged in more professional activities which improved their own knowledge, ability in teaching and administration.

TABLE 81
THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS WHO TAKE PART IN PROFESSIONAL ACTIVITIES OF DIFFERENT KINDS

Activities	Very Adequate			Adequate			Undecided			Inadequate			Very Inadequate		
	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE
Participation in professional organizations	20 (76.9)	7 (10.3)	6 (5.4)	6 (23.1)	30 (46.9)	28 (25.5)	-	15 (23.4)	21 (19.1)	-	5 (7.9)	20 (18.2)	-	7 (10.9)	35 (31.8)
Innovative research activities	10 (38.4)	4 (6.3)	4 (3.7)	7 (27.0)	15 (23.5)	9 (8.2)	4 (15.4)	22 (34.3)	14 (12.7)	2 (7.4)	19 (29.6)	17 (15.4)	3 (11.5)	4 (6.3)	66 (60.0)
Articles published in professional journal	5 (19.2)	6 (9.5)	3 (2.7)	15 (57.6)	20 (31.2)	5 (4.5)	2 (7.8)	20 (31.2)	13 (11.8)	1 (3.9)	10 (15.6)	26 (23.7)	3 (11.5)	8 (12.5)	63 (57.3)
Participation in school social functions	12 (4.6)	18 (2.8)	8 (7.3)	10 (38.4)	39 (6.1)	40 (36.4)	1 (3.9)	7 (1.1)	22 (20.0)	2 (7.8)	-	13 (11.8)	1 (3.9)	-	27 (24.5)
Leadership in community activities	16 (61.6)	10 (15.6)	10 (9.1)	8 (30.8)	40 (62.6)	14 (12.7)	1 (3.8)	8 (12.5)	23 (21.0)	-	4 (6.2)	24 (21.8)	1 (3.8)	2 (3.1)	39 (35.4)
Periodic group conference with the staff	11 (42.3)	15 (23.5)	13 (11.8)	10 (38.4)	35 (54.7)	36 (32.7)	2 (7.7)	10 (15.6)	15 (13.7)	1 (3.8)	2 (3.1)	22 (20.0)	2 (7.8)	2 (3.1)	24 (21.8)
Seminars & refresher courses for the school staff	9 (34.8)	10 (15.6)	8 (7.3)	15 (57.6)	3 (4.7)	6 (5.4)	1 (3.9)	20 (31.3)	9 (8.2)	-	17 (26.5)	11 (10.0)	1 (3.9)	14 (21.9)	76 (69.1)

According to Table 82, 77% of the RCE graduates were extremely interested in secondary school teaching and they expressed positive attitudes toward their profession. About 62% of the UDE graduates and 30% of the TCE graduates also indicated such positive attitudes and interest toward teaching. It was significant to note, however, that 11% of the UDE graduates and 7.3% of the TCE graduates had "negative" or "highly negative" attitudes toward the profession. None of the RCE graduates belonged to those categories. There undoubtedly, is the majority of the secondary school teachers had a highly positive attitude and interest in teaching. Table 83 further reveals that 64% of all the teachers were either "highly committed" or "very highly committed" to the teaching profession. Here again 69.2% of the RCE graduates indicated that they were "very highly committed" to their profession as against 31.3% of the UDE and 4.4% of the TCE graduates. Such a high commitment on the part of the RCE graduates was attributed to the type of training provided at the Regional Colleges of Education, and would signify the need for both UDE's and TCE's to give more attention to generating a sound attitude and proper commitment to the teaching profession among their students.

TABLE 82
THE INTEREST AND ATTITUDE OF THE SECONDARY SCHOOL
TEACHERS TOWARD TEACHING PROFESSION

Response	RCE	UDE	TCE	Total
Highly positive	20 (76.9)	40 (62.5)	33 (30.0)	93 (46.50)
Positive	6 (23.1)	15 (23.5)	60 (54.6)	81 (40.50)
Neutral	-	1 (1.5)	5 (4.5)	6 (3.00)
Negative	-	1 (1.5)	-	1 (0.50)
Highly negative	-	6 (9.5)	8 (7.3)	14 (7.00)
No response	-	1 (1.5)	4 (3.6)	5 (2.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 83

THE EXTENT TO WHICH THE SECONDARY SCHOOL TEACHERS ARE
COMMITTED TO THE TEACHING PROFESSION

Degree of Commitment	RCE	UDE	TCE	Total
Very highly committed	18 (69.2)	20 (31.3)	5 (4.4)	43 (21.50)
Highly committed	6 (23.0)	36 (56.4)	29 (26.4)	85 (42.50)
Neutral	-	6 (9.5)	29 (26.4)	35 (17.50)
Poorly committed	1 (3.9)	1 (3.9)	7 (6.3)	9 (4.50)
Very poorly committed	1 (3.9)	1 (3.9)	1 (0.9)	3 (1.50)
No response	-	-	25 (22.6)	25 (12.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

About 61.6% of the RCE graduates felt that they would welcome "change in education", because it was "highly desirable" and "essential". Although 50% of the UDE graduates felt the same way, only 9.1% of the TCE graduates seemed to welcome change. A great majority (65%) of all the teachers, however, thought that "change" was welcomed in the schools and in their programs (see Table 84).

About 65% of all the teachers strongly felt that the existing teacher education program needed revision. This feeling was shared by 64.5% of the TCE graduates, 60.9% of the UDE graduates, and 88.4% of the RCE graduates. Only 11.6% of RCE graduates felt that their program needed no change, although 31.1% of the UDE graduates and 28.1% of the TCE graduates felt the same way (see Table 86). Such was typical of the traditional teacher training institutions.

It was interesting to note in Table 87 that a sizeable number of secondary school teachers felt that research and teaching were of equal significance. About 53.8% of the RCE graduates, 36% of the UDE graduates, and 59.2% of the TCE graduates favored research in teaching.

TABLE 84

SECONDARY SCHOOL TEACHERS' ATTITUDE TOWARD CHANGE IN EDUCATION

Response	RCE	UDE	TCE	Total
Highly desirable	16 (61.6)	32 (50.0)	10 (9.1)	58 (29.00)
Desirable	8 (20.8)	30 (47.0)	34 (30.9)	72 (36.00)
Undecided	1 (3.8)	1 (1.5)	22 (20.0)	24 (12.00)
Undesirable	-	1 (1.5)	18 (16.3)	19 (9.50)
Highly undesirable	1 (3.8)	-	4 (3.7)	5 (2.50)
No response	-	-	22 (20.00)	22 (11.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 85

THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS
WHO ARE FAMILIAR WITH THE EVALUATION TECHNIQUES

Response	RCE	UDE	TCE	Total
Highly familiar	15 (57.6)	21 (32.8)	12 (10.8)	48 (24.00)
Familiar	10 (38.4)	40 (62.5)	50 (45.6)	100 (50.00)
Neutral	-	2 (3.1)	20 (18.2)	22 (11.00)
Unfamiliar	-	1 (1.6)	8 (7.3)	9 (4.50)
Too unfamiliar	-	-	2 (1.8)	2 (1.00)
No response	1 (4.0)	-	18 (16.3)	19 (9.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 86

THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS WHO
THINK THAT THE EXISTING TEACHER EDUCATION PROGRAM NEEDS NO CHANGE

Response	RCE	UDE	TCE	Total
Strongly agree	1 (3.9)	2 (3.1)	2 (1.8)	5 (2.50)
Agree	2 (7.7)	18 (28.0)	18 (16.3)	38 (19.00)
Undecided	-	5 (8.0)	15 (13.6)	20 (10.00)
Disagree	11 (42.4)	35 (57.8)	55 (50.00)	101 (50.50)
Strongly disagree	12 (46.0)	2 (3.1)	16 (14.5)	30 (15.00)
No response	-	2 (3.1)	4 (3.6)	6 (3.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 87

THE NUMBER OF TEACHERS WHO FEEL THAT CLASSROOM INSTRUCTION IS
THEIR PRIMARY TASK AND NOT RESEARCH

Response	RCE	UDE	TCE	Total
Strongly agree	3 (11.5)	10 (15.6)	10 (9.1)	23 (11.50)
Agree	6 (23.0)	23 (35.9)	25 (22.7)	53 (26.50)
Undecided	2 (7.8)	8 (12.5)	5 (4.5)	15 (7.50)
Disagree	10 (38.4)	20 (31.3)	52 (47.4)	82 (41.84)
Strongly disagree	4 (15.4)	3 (4.7)	13 (11.8)	20 (10.00)
No response	1 (3.9)	-	5 (4.5)	6 (3.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 88

THE FREQUENCY AND PERCENTAGE OF THE SECONDARY SCHOOL TEACHERS
WHO FEEL THAT STRICT DISCIPLINE SHOULD BE MAINTAINED IN CLASSROOMS

Response	RCE	UDE	TCE	Total
Strongly agree	1 (3.9)	10 (15.6)	23 (20.9)	34 (17.00)
Agree	2 (7.7)	30 (47.0)	24 (21.8)	56 (28.00)
Undecided	1 (3.8)	9 (14.0)	7 (6.4)	17 (8.50)
Disagree	15 (57.6)	11 (17.2)	43 (39.1)	69 (35.20)
Strongly disagree	7 (27.0)	3 (4.6)	8 (7.3)	18 (9.00)
No response	-	1 (1.6)	5 (4.5)	6 (3.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

About 84.4% of the RCE graduates thought that a teacher-dominated classroom was very desirable to impart proper learning. About 67.1% of the UDE graduates, and 80% of the TCE graduates had entertained the same thought (see Table 89). Only 15% of all the teachers favored a teacher dominated classroom. Thus more teachers thought that students should be the center of any school program and neither the teacher nor the subject should dominate them.

TABLE 89

THE NUMBER OF TEACHERS WHO FEEL THAT A TEACHER DOMINATED CLASSROOM IS VERY DESIRABLE TO CREATE AN IDEAL CLASSROOM ATMOSPHERE

Response	RCE	UDE	TCE	Total
Strongly agree	-	3 (4.6)	6 (5.4)	(4.50)
Agree	2 (7.8)	9 (14.0)	11 (10.0)	22 (11.00)
Undecided	1 (3.9)	5 (8.0)	4 (3.7)	10 (5.00)
Disagree	9 (34.6)	40 (62.5)	37 (33.5)	86 (43.00)
Strongly disagree	13 (49.8)	3 (4.6)	51 (46.5)	67 (34.00)
No response	1	4	1	6 (3.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

Moreover, 40.50% of the secondary school teachers thought that their present salary schedule was "reasonable and attractive". This included 46.2% of the RCE graduates, 67.3% of the UDE graduates, and 23.6% of the TCE graduates. The majority still felt however, that they were underpaid. And it was observed that the teachers' salary was one of the lowest scales set for college graduates in the country, and, therefore, needed immediate revision. There was hardly any uniformity in pay scales among states and sometimes between districts of the same state. Table 90 illustrates, 49.9% of the RCE graduates, 15.6% of the UDE graduates, and 56.4% of the TCE graduates strongly that their salary was unattractive and unreasonable.

TABLE 90

THE NUMBER OF TEACHERS WHO FEEL THAT THEIR PRESENT
SALARY IS REASONABLE AND ATTRACTIVE

Response	RCE	UDE	TCE	Total
Strongly agree	2 (7.8)	13 (20.3)	9 (8.2)	24 (12.00)
Agree	10 (38.4)	30 (47.0)	17 (15.4)	57 (28.50)
Undecided	1 (3.9)	11 (17.2)	15 (13.6)	27 (13.50)
Disagree	12 (46.0)	8 (12.4)	50 (45.6)	70 (35.00)
Strongly disagree	1 (3.9)	2 (3.1)	12 (10.8)	15 (7.50)
No response	-	-	7 (6.4)	7 (3.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

About 70% of all the secondary school teachers were desirous of taking in-service training to upgrade their professional knowledge. However, 16% felt that the in-service training was not at all essential for their professional growth. Looking at the responses given by teachers from all the three institutional categories, 84.6% of the RCE graduates, 64.1% of the UDE graduates, and 70.8% of the TCE graduates favored in-service training, while 3.8% of the RCE graduates, 21.8% of the UDE graduates, and 16.3% of the TCE graduates opposed it. Here again, it was the RCE graduates who greatly favored the in-service idea rather than the TCE or UDE graduates.

One hundred percent of RCE graduates felt that their training encouraged them to participate in various community activities. The UDE graduates, 90.8%, and the TCE graduates, 54.4%, felt the same way. Most of the teachers attributed their community services to the training they had received at the training colleges. It seems that almost everyone was involved in one form of community service or another (see Table 92).

Table 93 indicates that 92.2% of the RCE graduates "agree" or "strongly agree" that they helped in their own way to eliminate illiteracy

TABLE 91

THE NUMBER OF TEACHERS WHO FEEL THAT THEIR PROFESSIONAL AND
CONTENT KNOWLEDGE ARE QUITE ADEQUATE - THAT THEY NEED
NO IN-SERVICE TRAINING

Response	RCE	UDE	TCE	Total
Strongly agree	-	4 (6.2)	5 (4.5)	9 (4.50)
Agree	1 (3.8)	10 (15.6)	13 (11.8)	24 (12.00)
Undecided	2 (7.7)	7 (11.0)	8 (7.3)	17 (8.50)
Disagree	21 (80.8)	35 (54.7)	48 (43.6)	104 (52.00)
Strongly disagree	1 (3.8)	6 (9.4)	30 (27.2)	37 (18.50)
No response	1 (3.9)	2 (3.1)	6 (5.4)	9 (4.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 92

THE NUMBER OF TEACHERS WHO FELT THAT THEIR TEACHER TRAINING
ENCOURAGED THEM TO TAKE PART IN VARIOUS COMMUNITY ACTIVITIES

Response	RCE	UDE	TCE	Total
Strongly agree	11 (42.4)	8 (12.5)	4 (3.6)	23 (11.50)
Agree	15 (57.6)	50 (78.3)	46 (41.8)	111 (55.50)
Undecided	-	2 (3.1)	20 (18.2)	22 (11.00)
Disagree	-	1 (1.5)	23 (21.0)	24 (12.00)
Strongly disagree	-	3 (4.6)	7 (6.4)	10 (5.00)
No response	-	-	10 (9.0)	10 (5.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 93

THE NUMBER OF TEACHERS WHO FEEL THAT THEY HAVE HELPED TO ELIMINATE ILLITERACY FROM THEIR COMMUNITY THROUGH THEIR OWN PERSONAL EFFORTS

Response	RCE	UDE	TCE	Total
Strongly agree	18 (69.2)	22 (34.3)	15 (13.6)	55 (27.50)
Agree	6 (23.0)	35 (54.8)	67 (61.0)	108 (54.00)
Undecided	-	3 (4.7)	13 (11.8)	16 (8.00)
Disagree	1 (3.9)	2 (3.1)	8 (7.3)	11 (5.50)
Strongly disagree	1 (3.9)	-	-	1 (.50)
No response	-	2 (3.1)	7 (6.3)	9 (4.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

in their community. About 89.1% of the UDE graduates, and 74.6% of the TCE graduates also played their part in this campaign. A small percentage of all the teachers felt that they contributed nothing to eliminating the problem of illiteracy in their community. But they are only 12% of all the secondary school teachers. Apparently, everyone of the teachers was conscious of this national problem.

About 87.5% of the secondary school teachers felt that high schools should offer vocational subjects as a part of their regular program. This included 100% of the RCE graduates, 93.9% of the UDE graduates, and 81% of the TCE graduates. Only 8% of all the teachers did not feel that vocational education should be made a part of the school curriculum (see Table 94). Evidently, most of the teachers favored the inclusion of vocational subjects in the high schools, although the state and local governments are not eliminating even the existing programs.

Most schools do not have many facilities or equipment for their teachers for experimentation, thereby, putting their theoretical knowledge at work while under training. About 69.3% of the RCE graduates, 86.1% of the UDE graduates, and 53.7% of the TCE graduates felt that

TABLE 94

THE NUMBER OF SECONDARY SCHOOL TEACHERS WHO FEEL THAT MORE AND MORE
HIGH SCHOOLS SHOULD OFFER VOCATIONAL SUBJECTS AS A PART
OF THEIR REGULAR CURRICULUM

Response	RCE	UDE	TCE	Total
Strongly agree	26 (100)	50 (78.3)	40 (36.4)	116 (58.00)
Agree	-	10 (15.6)	49 (44.6)	59 (29.50)
Undecided	-	1 (1.5)	4 (3.6)	4 (2.00)
Disagree	-	2 (3.1)	9 (8.2)	11 (5.50)
Strongly disagree	-	-	5 (4.5)	5 (2.50)
No response	-	2 (1.5)	3 (2.7)	5 (2.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

they had no opportunity in their schools to try out the methods and techniques they learned at the training college. This was unfortunate. Most schools were concerned about finishing the subject matter pertinent to the "public examinations" rather than introducing innovative programs of instruction (see Table 95).

Unfortunately, 92.3% of the RCE graduates had to wait for a year or more after their graduation to find a teaching position as compared to 23.5% of the UDE graduates, and 11.8% of TCE graduates. Factors such as poor publicity of the RCE programs, state certification restrictions, and traditional outlook of the employers were impediments in this direction. There was a high rate of unemployment among the RCE students throughout the country. Over 62.5% of the UDE graduates and 73.7% of the TCE graduates received a teaching position in less than one year after their graduation (see Table 96).

Table 97 shows that 84.5% of all the teachers "agreed" or "strongly agreed" that there should be more rigid admission standards for teachers, as in medicine or engineering. They felt higher standards were essential

TABLE 95

THE NUMBER AND PERCENTAGE OF TEACHERS WHO FEEL THAT THERE IS NO TIME
AND OPPORTUNITY AT THEIR SCHOOL TO PRACTICE THE THEORETICAL
KNOWLEDGE THEY HAVE GAINED AT THE TRAINING COLLEGE

Response	RCE	UDE	TCE	Total
Strongly agree	7 (27.0)	30 (47.0)	16 (14.6)	53 (26.50)
Agree	11 (42.3)	25 (39.1)	43 (39.1)	79 (39.50)
Undecided	2 (7.7)	3 (4.7)	3 (2.7)	8 (4.00)
Disagree	1 (3.8)	4 (6.2)	27 (24.0)	32 (16.00)
Strongly disagree	1 (3.8)	1 (1.5)	4 (3.6)	6 (3.00)
No response	4 (15.4)	1 (1.5)	17 (15.4)	22 (11.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 96

THE NUMBER AND PERCENTAGE OF TEACHERS WHO HAD TO WAIT FOR A YEAR OR
MORE BEFORE THEY COULD GET A TEACHING POSITION

Response	RCE	UDE	TCE	Total
Strongly agree	19 (73.0)	5 (7.9)	6 (5.4)	30 (15.00)
Agree	5 (19.3)	10 (15.6)	7 (6.4)	22 (11.00)
Undecided	-	6 (9.4)	5 (4.5)	11 (5.50)
Disagree	2 (7.7)	10 (15.6)	10 (9.1)	22 (11.00)
Strongly disagree	-	30 (46.9)	71 (64.6)	101 (50.50)
No response	-	3 (4.6)	11 (10.0)	14 (7.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 97

THE NUMBER OF TEACHERS WHO FELT THAT THE ADMISSIONS STANDARDS
FOR THE TEACHING PROFESSION SHOULD BE MORE RIGID TO GET
QUALITY TEACHERS FOR THE NATIONS SCHOOLS

Response	RCE	UDE	TCE	Total
Strongly agree	23 (88.5)	50 (78.3)	32 (29.2)	105 (52.50)
Agree	2 (7.7)	11 (18.1)	51 (46.3)	64 (32.00)
Undecided	-	2 (3.1)	5 (4.5)	7 (3.50)
Disagree	1 (3.8)	-	11 (10.0)	12 (6.00)
Strongly disagree	-	-	2 (1.8)	2 (1.00)
No response	-	1 (1.5)	9 (8.2)	10 (5.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

to obtain quality teachers for the nation's schools. Only 7% of all the teachers had opposed this viewpoint.

For 96% of the RCE graduates, 95.4% of the UDE graduates, and 69.3% of the TCE graduates, teaching was something more than "just a paying job". In other words, they were committed to their profession, in spite of the poor pay they received. Here again, the RCE graduates were ahead of the others insofar as their dedication to the teaching profession was concerned (see Table 98).

College/University Faculty Members

Of all the college and university faculty members who participated in the study, 78.46% were married and 20% unmarried. About 1.54% were widows or widowers. About 33.3% of the RCE faculty members were single. This clearly indicated that they had a relatively younger faculty than either the UDE or the TCE. However, most of the faculty in all three institutions were married (see Table 100).

TABLE 98

THE NUMBER OF TEACHERS WHO FEEL THAT TEACHING IS
SOMETHING MORE THAN JUST A PAYING JOB TO THEM

Response	RCE	UDE	TCE	Total
Strongly agree	20 (76.8)	30 (47.0)	29 (26.5)	79 (39.50)
Agree	5 (19.2)	31 (48.4)	47 (42.8)	83 (42.35)
Undecided	-	3 (4.6)	6 (5.4)	9 (4.50)
Disagree	-	-	12 (10.8)	12 (6.00)
Strongly disagree	-	-	5 (4.5)	5 (2.50)
No response	1	-	11 (10.0)	12 (4.00)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 99

THE NUMBER AND PERCENTAGE OF TEACHERS WHO FELT THAT THEIR PROFESSIONAL
KNOWLEDGE SHOULD BE UPDATED EACH YEAR TO COPE WITH THE UPDATED
INFORMATION IN THEIR AREA OF SPECIALIZATION

Response	RCE	UDE	TCE	Total
Strongly agree	24 (92.3)	40 (62.6)	50 (45.5)	114 (57.00)
Agree	2 (7.7)	10 (15.6)	46 (41.8)	58 (29.00)
Undecided	-	2 (3.1)	1 (0.9)	3 (1.50)
Disagree	-	9 (14.0)	1 (0.9)	10 (5.00)
Strongly disagree	-	2 (3.1)	2 (1.8)	4 (2.00)
No response	-	1 (1.6)	10 (9.1)	11 (5.50)
Total	26 (100)	64 (100)	110 (100)	200 (100)

TABLE 100

MARITAL STATUS OF ALL THE COLLEGE AND UNIVERSITY FACULTY
MEMBERS WHO PARTICIPATED IN THE STUDY

Marital Status	RCE	UDE	TCE	Total
Single	10 (33.3)	2 (10.8)	1 (6.2)	13 (20.00)
Married	20 (66.7)	17 (89.2)	14 (87.5)	51 (78.46)
Widow/ Widower	-	-	1 (6.2)	1 (1.54)
Total	30 (100)	19 (100)	16 (100)	65 (100)

Approximately 72% of the faculty had their Master's degree and 10.77% had their doctoral degrees. But 16.92% of the faculty did not have a Master's degree although they claimed to have "other qualifications". About 70% of the RCE faculty had their Master's degree and 13.3% had their doctorate degree, although 16.7% had "other" diplomas or degrees. That included diploma in polytechnique, library science, physical education, etc. The RCE had the largest number of professors with doctoral degrees (13.3%) as compared with 10.8% of the UDE and 6.2% of the TCE faculty. Such staff caliber in a relatively new educational institution is to be commended. Nevertheless, TCE's had the largest number of master's degree holders on their faculty (87.5%), as compared with the UDE's and the RCE's.

All the RCE faculty members possessed a teaching diploma (B.T/B.Ed/ M.Ed) over and above their degrees in various subjects. It was encouraging that 50% of their faculty had an M.Ed. degree. At the same time only 31.6% of the UDE faculty and 25% of the TCE faculty had an M.Ed. degree. About 10.4% of the UDE faculty and 24.9% of the TCE faculty had a B.T. or B.Ed. degree. It was alarming to note that 58% of the UDE faculty and 50% of the TCE faculty had no teaching diploma whatsoever. This may account for the poor quality training that their graduates said that they were getting (see Table 101).

According to Table 102, 66.7% of the RCE faculty, 84.9% of the UDE faculty, and 81.3% of the TCE faculty members had been designated as "Lecturers", which was equivalent to Assistant Professors in the American colleges. About 10% of the RCE faculty members were in the category of "Readers" or Associate Professors, but however, that 6.7% of the RCE

TABLE 101

EDUCATIONAL QUALIFICATION OF THE FACULTY MEMBERS, INCLUDING THE TEACHER TRAINING

Academic					Professional				
Degrees	RCE	UDE	TCE	Total	Degrees	RCE	UDE	TCE	Total
Masters	21 (70.0)	12 (63.0)	14 (87.5)	47 (72.31)	B.T	8 (26.6)	1 (5.2)	1 (6.2)	10 (15.38)
Doctorate	4 (13.3)	2 (10.8)	1 (6.2)	7 (10.77)	B. Ed.	7 (23.4)	1 (5.2)	3 (18.7)	11 (16.92)
Other	5 (16.7)	5 (26.2)	1 (6.3)	11 (16.92)	M. Ed.	15 (50.0)	6 (31.6)	4 (25.0)	25 (38.46)
Total	30 (100)	19 (100)	16 (100)	65 (100)	None	-	11 (58.0)	8 (50.0)	19 (29.23)
					Total	30 (100)	19 (100)	16 (100)	65 (100)

*B.T - Bachelor of Teaching
 B. Ed. - Bachelor of Education
 M. Ed. - Masters in Education

TABLE 102

OFFICIAL STATUS OF THE FACULTY MEMBERS AS THEY ARE
DESIGNATED IN THEIR COLLEGE RECORDS

Official Status	RCE	UDE	TCE	Total
Lecturer	20 (66.7)	16 (84.9)	13 (81.3)	49 (75.38)
Professor	-	2 (10.8)	1 (6.2)	3 (4.62)
Reader	3 (10.0)	1 (5.3)	-	4 (6.15)
Dept. Chairman	2 (6.7)	-	-	2 (3.08)
Other	5 (16.6)	-	2 (12.5)	7 (10.77)
Total	30 (100)	19 (100)	16 (100)	65 (100)

faculty were "Department Chairman", who in most cases were full professors.

Most of the college faculty had less than five years of teaching experience at the college level. Only 35.13% of all the faculty had over five years of teaching experience. This comprised, however, 52.7% of the UDE faculty and 43.8% of the TCE faculty and 20% of the RCE faculty. Table 103 further evidences that the RCE had relatively younger faculty members who had more modern and liberal educational philosophies and ideals. They were more susceptible to change, should they be given an opportunity for such an adventure.

One of the important factors which attracted many of the faculty to college teaching was "good working conditions." According to Table 105, about 27.69% of all the faculty was attracted by "better teaching facilities" in the College. The other incentive that attracted most faculty members was the element of "challenge." Surprisingly enough, no one selected college teaching because of the "prestige and respect in the community" "little mental and physical strains", "better facilities", or "chances for promotion." Perhaps most of them did not consider teaching as a prestigious enterprise at all.

About 50% of the RCE faculty members had a teaching load of 1-2 hours a day, and the remaining 40% reported 3-4 hours of classroom

TABLE 103

THE TEACHING EXPERIENCE THE FACULTY HAS IN
THE SAME OR DIFFERENT COLLEGE(S)

Length of Experience	RCE	UDE	TCE	Total
Less than	2 (6.7)	1 (5.3)	1 (6.2)	4 (6.15)
1 - 2 years	7 (23.4)	2 (10.8)	1 (6.2)	10 (15.38)
2 - 3 years	4 (13.3)	3 (16.1)	1 (6.2)	8 (12.31)
3 - 4 years	1 (3.3)	3 (16.1)	5 (31.4)	9 (13.85)
4 - 5 years	10 (33.3)	-	1 (6.2)	11 (16.92)
Over 5 years	6 (20.0)	10 (52.7)	7 (43.8)	23 (35.13)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 104

THE PROFESSIONAL CATEGORIES IN WHICH THE FACULTY BELONGED,
PRIOR TO THEIR ASSUMING THE PRESENT POSITION

Professional Categories	RCE	UDE	TCE	Total
Clerical	-	1 (5.3)	-	1 (1.54)
High school teacher	7 (23.4)	5 (26.2)	5 (31.3)	17 (26.15)
College lecturer	12 (40.0)	6 (31.7)	4 (25.0)	22 (33.85)
Reader	1 (3.3)	1 (5.3)	1 (6.2)	3 (4.62)
College school principal	1 (3.3)	-	1 (6.2)	2 (3.08)
Dept. chairman	1 (3.3)	1 (5.3)	-	2 (3.08)
College professor	-	-	-	-
Businessman	-	-	-	-
Other	8 (26.7)	5 (26.2)	5 (31.3)	18 (27.69)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 105

THE FACTORS WHICH ATTRACTED THE FACULTY TO THEIR PRESENT POSITION

Various Factors	RCE	UDE	TCE	Total
Paid vacation	¹ (3.3)	² (10.6)	¹ (6.2)	⁴ (6.15)
Good salary	¹ (3.3)	¹ (5.3)	¹ (6.2)	³ (4.62)
Good working condition	¹⁰ (33.4)	³ (15.7)	⁵ (31.4)	¹⁸ (27.69)
Friendly people	² (6.7)	¹ (5.3)	² (12.5)	⁵ (7.69)
Chances for promotion	-	-	-	-
Research facility	¹ (3.3)	² (10.6)	² (12.5)	⁵ (7.69)
Good relationship with the administration	-	¹ (5.3)	-	¹ (1.54)
Opportunity for further studies	² (6.7)	-	¹ (6.2)	³ (4.62)
Opportunity to conduct experiments	⁴ (13.3)	¹ (5.3)	-	⁵ (7.69)
Great challenge	⁶ (20.0)	⁷ (36.6)	² (12.5)	¹⁵ (23.08)
Better facilities	-	-	-	-
Steady job	¹ (3.3)	-	-	¹ (1.54)
Little mental & physical strains	-	-	-	-
Prestige and respect in community	-	-	-	-
Opportunity for professional upgrading	² (6.7)	-	-	² (3.08)
Other	-	¹ (5.3)	² (12.5)	³ (4.62)
Total	³⁰ (100)	¹⁹ (100)	¹⁶ (100)	⁶⁵ (100)

teaching everyday. At the same time, only 15.6% of the UDE faculty and 12.5% of the TCE faculty had such a light load of 1-2 hours of classroom instructions a day. Some 52.8% of the UDE faculty and 31.3% of TCE faculty teach 3-4 hours a day. Evidently, the teaching load of the TCE faculty was much heavier than either the RCE or the UDE professors. In fact, 12.5% reported that they taught for more than 6 hours a day (see Table 106). With such a heavy teaching load, it was very difficult to devote any time for research or other tasks necessary for professional growth.

TABLE 106

AVERAGE DAILY TEACHING LOAD OF THE FACULTY MEMBERS

Number of Hours	RCE	UDE	TCE	Total
1 - 2 hours	15 (50.0)	3 (15.6)	2 (12.5)	20 (30.77)
3 - 4 hours	12 (40.0)	10 (52.8)	5 (31.3)	27 (41.54)
4 - 5 hours	1 (3.3)	5 (26.3)	4 (25.0)	10 (15.38)
5 - 6 hours	-	1 (5.3)	1 (6.2)	2 (3.08)
More than 6 hours	-	-	2 (12.5)	2 (3.08)
Other (alternate days)	2 (6.7)	-	-	2 (3.08)
No response	-	-	2 (12.5)	2 (30.8)
Total	0 (100)	19 (100)	16 (100)	65 (100)

In spite of such a great teaching load, over 58% of all the faculty members had indicated that they were either presently involved or were involved in educational research of one form or another. This included 79.4% of the UDE faculty, 75% of the TCE faculty and 36.7% of the RCE faculty. In fact, Table 107 indicates that 63.3% of the RCE faculty had not conducted any educational research at all, when compared to the 102 21.6% of the UDE faculty and 25% of the TCE faculty members.

TABLE 107

THE NUMBER OF FACULTY MEMBERS WHO HAVE CONDUCTED
ANY EDUCATIONAL RESEARCH

Response	RCE	UDE	TCE	Total
Yes	11 (36.7)	15 (79.4)	12 (75.0)	38 (58.46)
No	19 (63.3)	4 (21.6)	4 (25.0)	27 (41.54)
Total	30 (100)	19 (100)	16 (100)	65 (100)

Although the RCE's were established as experimental institutions to conduct and promote research, very few of their faculty members were involved in any such research of significant merit. The University Departments of Education seemed to have had more research interest and better research facilities than the other two institutions.

However, 70% of the RCE faculty members had developed either a new instructional method or technique, as against 15.6% of the UDE faculty and 31.3% of the TCE faculty members. About 84.4% of the UDE faculty and 69.7% of the TCE faculty had not developed any new methods or techniques as a part of their professional contribution. It has been revealed that the RCE's encouraged innovative ideas and experimental programs in their colleges (see Table 108), more than that of UDE's or TCE's.

TABLE 108

THE NUMBER OF FACULTY MEMBERS WHO HAVE DEVELOPED EITHER A NEW
METHOD OR TECHNIQUE IN TEACHING

Response	RCE	UDE	TCE	Total
Yes	21 (70.0)	3 (15.6)	5 (31.3)	29 (44.62)
No	9 (30.0)	16 (84.4)	11 (69.7)	36 (55.39)
Total	30 (100)	19 (100)	16 (100)	65 (100)

Table 109 reveals that over 63% of the RCE faculty published materials to their credit. Many of them, however, did not consider their publications as the direct outcome of a research study. It was discouraging to note that over 93% of the TCE faculty and 84% of the UDE faculty did not have any publication to their credit, although they were professors for over five years.

TABLE 109

THE NUMBER OF FACULTY MEMBERS WHO HAVE PUBLISHED
ANY OF THEIR RESEARCH WORKS

Response	RCE	UDE	TCE	Total
Yes	19 (63.3)	3 (15.6)	1 (6.3)	23 (35.38)
No	11 (36.7)	16 (84.4)	16 (93.7)	42 (64.62)
Total	30 (100)	19 (100)	16 (100)	65 (100)

Table 110 indicates that most faculty members were involved in various kinds of community services. One single area where all the faculty did great service was in encouraging their students to take part in social services. This was a very important contribution to growth and development of the country. Only 4.62% had made public lectures on topics of common interest, an area where a greater degree of interest could have been of service to the public. At least 6.7% of the RCE faculty developed and taught new forming techniques to the people, although none from the UDE and the TCE had done anything comparable to this service.

About 69.2% of all the faculty had indicated that they conducted an evaluation of their own performance (Table 111). This included 83.3% of the UDE faculty and 50% of the TCE faculty. None of the faculty members reported they they were not involved in self-evaluation.

Table 113 reveals that about 67.19% of all the faculty had acknowledged that they kept abreast of the latest teaching methods and techniques. This includes 76.7% of the RCE faculty, 57.3% of the UDE faculty, and 62.5% of the TCE faculty. Once again none of the faculty felt that they were ignorant about the latest teaching methods and techniques.

Approximately all faculty felt that they were willing to introduce proper change in the teaching methods and techniques. About 67.69% of

TABLE 110

THE DIFFERENT TYPES OF COMMUNITY SERVICES THAT THE
FACULTY MEMBERS ARE ENGAGED IN

Community Services	RCE	ULE	TCE	Total
Started a small library	2 (6.7)	1 (5.2)	2 (12.5)	5 (7.69)
Started local sports/arts club	1 (3.3)	3 (15.6)	2 (12.5)	6 (9.23)
Made public lectures on topics of common interest	3 (10.0)	-	-	3 (4.62)
Conducted poor relief	-	1 (5.2)	3 (18.7)	4 (6.15)
Assisted in the village government	1 (3.3)	1 (5.2)	1 (6.3)	3 (4.62)
Encouraged students to take part in social services	5 (16.7)	4 (21.2)	5 (31.3)	14 (21.54)
Developed & taught new farm- ing technique	2 (6.7)	-	-	2 (3.08)
Set up a new school	-	1 (5.3)	-	1 (1.54)
Other	16 (53.3)	8 (42.3)	3 (18.7)	27 (41.54)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 111

SELF EVALUATION: OWN TRAINING AND EXPERIENCE TO
TEACH IN A TRAINING COLLEGE

Responses	RCE	UDE	TCE	Total
Very high	10 (33.3)	4 (21.2)	2 (12.5)	16 (24.62)
High	15 (50.0)	8 (42.3)	6 (37.5)	29 (44.62)
Medium	5 (16.7)	7 (36.5)	8 (50.0)	20 (30.77)
Low	-	-	-	-
Very low	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 112

SPECIFIC INTEREST AS WAS EVIDENCED IN TEACHER TRAINING

Responses	RCE	UDE	TCE	Total
Very high	23 (76.6)	10 (52.7)	6 (37.5)	39 (60.00)
High	4 (13.3)	9 (47.3)	9 (56.2)	22 (33.85)
Medium	3 (10.0)	-	1 (6.3)	4 (6.15)
Low	-	-	-	-
Very low	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 113

KNOWLEDGE IN THE LATEST TEACHING METHODS AND TECHNIQUES

Response	RCE	UDE	TCE	Total
Very high	5 (16.7)	3 (15.6)	3 (18.7)	11 (16.92)
High	18 (60.0)	8 (42.2)	7 (43.8)	33 (50.77)
Medium	7 (23.3)	8 (42.2)	6 (37.5)	21 (32.31)
Low	-	-	-	-
Very low	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 114

FACULTY WILLINGNESS TO INTRODUCE OR ADAPT OR TO "CHANGE"
IN THE TEACHING PROFESSION

Responses	RCE	UDE	TCE	Total
Very high	22 (73.3)	10 (52.5)	12 (75.0)	44 (67.69)
High	8 (26.7)	8 (42.3)	4 (25.0)	20 (30.77)
Medium	-	1 (5.2)	-	1 (1.54)
Low	-	-	-	-
Very low	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

all the faculty members rated themselves "very high" in introducing or adopting change in their curriculum and methods of instruction - 73.3% of the RCE faculty, 52.5% of the UDE faculty, and 75% of the TCE faculty. More of the faculty members would like to obtain freedom to modernize the existing teacher training.

Table 115 reveals that 36.92% of all the faculty expressed that their belief in theory over practice in teacher training was "low" or "very low"; were 30.76%, however, said that their belief was "high" to "very high". About 32.31% remained neutral. It was alarming that a sizeable number of faculty members still believed that teacher training should be more theory-oriented than practice-oriented. None of the RCE faculty members had rated themselves "high" or "very high" in favor of theory or practice. This was a clear indication that the RCE faculty believed in practice more than in theory - the very same philosophy upon which the Regional Colleges had been founded.

TABLE 115

FACULTY BELIEF IN THEORY OVER PRACTICE IN TEACHER TRAINING

Response	RCE	UDE	TCE	Total
Very high	-	4 (21.2)	6 (37.5)	10 (15.38)
High	-	5 (26.3)	5 (31.3)	10 (15.38)
Medium	15 (50.0)	3 (15.6)	3 (18.7)	21 (32.31)
Low	8 (26.6)	2 (10.6)	2 (12.5)	12 (18.46)
Very low	7 (23.4)	5 (26.3)	-	12 (18.46)
Total	30 (100)	19 (100)	16 (100)	65 (100)

Most faculty members expressed their interest to work on a team rather than on an individual basis. The percentage was as high as 83.08% as against 4.62% who preferred independent tasks. This was a very healthy and encouraging trend insofar as the entire training program was concerned (see Table 116).

TABLE 116
FACULTY INTEREST TO UNDERTAKE COOPERATIVE
TEAM WORKS AT THE COLLEGE

Response	RCE	UDE	TCE	Total
Very high	19 (63.3)	1 (5.2)	-	20 (30.77)
High	8 (26.7)	15 (79.2)	11 (69.2)	34 (52.31)
Medium	2 (6.7)	2 (10.4)	4 (24.6)	8 (12.31)
Low	1 (3.3)	1 (5.2)	-	2 (3.08)
Very low	-	-	1 (6.2)	1 (1.54)
Total	30 (100)	19 (100)	16 (100)	65 (100)

About 89.23% of all the faculty members claimed that they had adequate ability to conduct systematic internal assessments. The percentage included 93.4% of the RCE faculty, 89.5% of the UDE faculty, and 81.2% of the TCE faculty. There was, therefore, an adequate number of training college faculty who properly conducted internal assessments, replacing the external (public) examinations if there was a desire for such assessments

Table 118 further reveals that 61.54% of the faculty felt that their ability to do educational research was "high" to "very high". Beyond doubt, there was adequate interest and talent to experiment in innovative programs such as internal assessment, team teaching, group project, and other improved programs of similar magnitude, should the faculty be given an opportunity. In fact, 90.77% of the faculty was willing to try new ideas in teaching (see Table 119). Tables 120 and 121 further illustrate and support this fact.

Approximately all the faculty members seemed to have "high" to "very high" commitment to their profession; 100% of the RCE faculty, 94.8% of the UDE faculty, and 62.5% of the TCE faculty. Apparently all of the RCE faculty were fully committed to their profession (see Table 122).

TABLE 117

FACULTY ABILITY TO CONDUCT THE INTERNAL ASSESSMENTS OF THEIR STUDENTS

Response	RCE	UDE	TCE	Total
Very high	8 (26.7)	2 (10.5)	1 (6.2)	11 (16.92)
High	20 (66.7)	15 (79.0)	12 (75.0)	47 (72.31)
Medium	1 (3.3)	2 (10.5)	2 (12.5)	5 (7.69)
Low	1 (3.3)	-	-	1 (1.54)
Very low	-	-	1 (6.3)	1 (1.54)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 118

FACULTY ABILITY TO DO EDUCATIONAL RESEARCH

Response	RCE	UDE	TCE	Total
Very high	7 (23.3)	3 (15.6)	3 (18.7)	13 (20.00)
High	20 (66.7)	4 (21.2)	3 (18.7)	27 (41.54)
Medium	2 (6.7)	10 (52.6)	9 (56.3)	21 (32.31)
Low	1 (3.3)	1 (5.3)	-	2 (3.08)
Very low	-	1 (5.3)	1 (6.3)	2 (3.08)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 119

FACULTY WILLINGNESS TO TRY NEW IDEAS IN TEACHING

Response	RCE	UDE	TCE	Total
Very high	21 (70.0)	8 (42.2)	3 (18.7)	32 (49.23)
High	4 (13.3)	10 (52.6)	13 (81.3)	27 (41.54)
Medium	5 (16.7)	0	-	5 (7.69)
Low	-	1 (5.2)	-	1 (1.54)
Very low	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 120

FACULTY CAPABILITY TO WRITE AND PUBLISH IN THE PROFESSIONAL JOURNALS

Response	RCE	UDE	TCE	Total
Very high	6 (20.0)	2 (10.5)	1 (6.3)	9 (13.85)
High	15 (50.0)	1 (5.2)	2 (12.5)	18 (27.69)
Medium	5 (16.7)	15 (79.1)	9 (56.2)	29 (44.62)
Low	4 (13.3)	1 (5.2)	2 (12.5)	7 (10.77)
Very low	-	-	2 (12.5)	2 (3.08)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 121

INNOVATIVENESS OF THE FACULTY MEMBERS AS THEY FEEL ABOUT THEMSELVES

Response	RCE	UDE	TCE	Total
Very high	10 (33.4)	1 (5.2)	1 (6.2)	12 (18.46)
High	18 (60.0)	8 (42.2)	7 (43.8)	33 (50.77)
Medium	1 (3.3)	10 (52.6)	6 (37.5)	17 (26.15)
Low	1 (3.3)	-	-	1 (1.54)
Very low	-	-	2 (12.5)	2 (3.08)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 122

FACULTY COMMITMENT TO THE TEACHING PROFESSION

Response	RCE	UDE	TCE	Total
Very high	22 (73.3)	8 (42.2)	4 (25.0)	34 (52.31)
High	8 (26.7)	10 (37.5)	6 (37.5)	24 (36.92)
Medium	-	1 (52.6)	6 (37.5)	7 (10.77)
Low	-	-	-	-
Very low	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

Tables 123 and 124 reveal the overall impression of the faculty concerning their respective colleges and their training programs. Almost all seemed to like the "location" and "grounds". But a large percentage of faculty rated the library school, buildings, equipment, laboratory, gymnasium, and laboratory school, as either "average" or below. In sharp contrast, over 60% of the RCE faculty rated their library, equipment, laboratory, etc., as "good" to "excellent".

Similarly, with regard to the training college programs, the faculty rated their respective programs average or above. Only a small percent felt that their programs were "low" to "very low" in regard to the different variables presented in Table 124. In almost all the 22 variables presented, the RCE faculty rated their college comparatively higher than their counterparts (UDE and TCE).

There were mixed feelings about the duration of teacher training program now being offered for the secondary school teachers. About 56.7% of the RCE faculty felt that teacher training should be for four years (Table 125). About 42.2% of the UDE faculty and 31.2% of the TCE faculty had also agreed that teacher training should be for four years rather than for one year as it operated in most colleges. However, according to Table 126. About 43.3% of the RCE faculty, 47.3% of the UDE faculty, and 68.8% of the TCE faculty either "disagreed" or "strongly disagreed" with the four-year teacher preparation concept. Such a high percentage of faculty from all three institutional categories opposed to the four-year training program is to be viewed with great concern. Only 56.7% of the RCE faculty had subscribed to the four-year teacher training program despite the fact that the RCE's had operated the regular four-year B.A. Ed. or B. Sc. Ed. degree programs for the last eight years. Others still preferred a shorter period of training.

Only a very small percentage felt that the one-year teacher training program was satisfactory and it needed no change. About 74.6% of the faculty "strongly disagreed" with the statement. However, it did not mean that they all agreed with the four-year concept. In fact, many of the faculty members expressed dissatisfaction about the present one-year Bachelor of Teaching (B.T.) program and suggested an extended training program (up to 2 years) for the secondary school teachers.

Almost all the faculty recognized teaching as a profession comparable to either medicine or engineering. However, 17.16% (Table 127) of all the faculty were not convinced. Their thinking followed common feeling of the public concerning the teaching profession. It was gratifying that the majority took pride in their profession. In fact, 100% of the faculty "agreed" or "strongly agreed" that those who turned to teaching as a last resort should be discouraged (see Table 128). Such an extremist's viewpoint was the outcome of professional fanaticism which could be detrimental to the profession.

Similarly, almost 100% of the faculty (Table 129) suggested that there should be more strict selection procedures to recruit prospective

TABLE 123
THE OVERALL IMPRESSION OF THE FACULTY ABOUT THEIR TRAINING COLLEGES

Variables	Ratings											
	Excellent			Good			Average			Low		
	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE
Location	15 (50.0)	5 (26.3)	3 (18.7)	8 (27.6)	9 (47.3)	2 (12.5)	4 (13.3)	4 (21.1)	9 (56.2)	3 (10.0)	1 (5.3)	1 (6.3)
Buildings	12 (40.0)	1 (5.2)	1 (6.3)	8 (26.7)	5 (26.2)	3 (18.7)	10 (33.3)	7 (37.0)	8 (50.0)	-	4 (21.2)	3 (18.7)
Grounds	13 (43.4)	3 (15.6)	2 (12.5)	10 (33.3)	8 (42.3)	3 (18.7)	4 (13.3)	6 (31.7)	9 (56.2)	2 (6.7)	2 (10.4)	1 (6.3)
Equipment	10 (33.3)	1 (5.2)	-	9 (30.0)	4 (21.2)	3 (12.6)	8 (26.7)	10 (52.6)	8 (50.0)	3 (10.0)	2 (10.5)	2 (18.7)
Library	9 (30.0)	3 (15.6)	3 (18.7)	12 (40.0)	6 (31.7)	3 (18.7)	6 (20.0)	8 (42.3)	5 (31.3)	2 (6.7)	2 (10.4)	1 (6.3)
Library system	8 (26.6)	1 (5.3)	1 (6.2)	18 (60.0)	4 (21.2)	3 (18.7)	-	12 (63.1)	5 (31.3)	2 (6.7)	1 (5.2)	2 (12.5)
Laboratory	7 (23.3)	1 (5.3)	1 (6.3)	8 (26.7)	4 (21.2)	3 (18.7)	10 (33.3)	11 (58.0)	3 (18.7)	2 (6.7)	3 (15.5)	4 (25.0)
Lab. school	12 (40.0)	4 (21.2)	2 (12.5)	5 (16.7)	2 (10.5)	1 (6.2)	10 (33.3)	12 (63.1)	1 (6.3)	-	-	1 (5.2)
Gymnasium	6 (20.0)	1 (5.3)	-	11 (36.7)	4 (21.2)	2 (12.5)	10 (33.3)	3 (15.6)	5 (31.3)	1 (3.3)	8 (42.3)	1 (6.2)

TABLE 124
THE OVERALL IMPRESSION OF THE FACULTY ABOUT THEIR TRAINING COLLEGE PROGRAMS

Variables	Ratings														
	Excellent			Good			Average			Low			Very low		
	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE	RCE	UDE	TCE
Clarity of objectives	1 (3.3)	1 (5.3)	1 (6.2)	20 (66.7)	3 (15.7)	2 (12.5)	7 (23.4)	11 (58.0)	6 (37.5)	1 (3.3)	3 (15.7)	2 (12.5)	1 (3.3)	1 (5.3)	5 (31.3)
Clarity of educational philosophy	4 (13.3)	2 (10.5)	1 (6.2)	12 (40.0)	6 (31.5)	6 (37.6)	13 (43.4)	8 (42.2)	4 (25.0)	1 (3.3)	2 (10.5)	2 (12.5)	-	1 (5.3)	3 (18.7)
Provision for the development of personality	5 (16.7)	1 (5.3)	2 (12.5)	11 (36.7)	3 (15.7)	2 (12.5)	14 (46.6)	10 (52.7)	3 (18.7)	-	3 (15.7)	8 (50.0)	-	2 (10.6)	1 (6.3)
Flexibility of curriculum	8 (26.7)	2 (10.6)	1 (6.3)	6 (20.0)	2 (10.6)	2 (12.5)	10 (33.3)	10 (52.7)	-	4 (13.3)	3 (15.6)	10 (62.5)	2 (6.7)	2 (10.5)	3 (18.7)
Provision for individualized instruction	5 (16.7)	-	1 (6.2)	9 (30.0)	5 (26.2)	2 (12.5)	13 (43.3)	8 (42.2)	3 (18.7)	3 (10.0)	4 (21.1)	5 (31.3)	-	2 (10.5)	5 (31.3)
Use made of the instructional material	3 (10.0)	2 (10.6)	2 (12.5)	6 (20.0)	3 (15.7)	8 (50.0)	12 (40.0)	11 (58.0)	5 (31.3)	8 (26.7)	3 (15.7)	-	1 (3.3)	-	1 (6.2)
Development of teaching aids	4 (13.3)	3 (15.6)	1 (6.2)	12 (40.0)	1 (5.3)	1 (6.3)	10 (33.3)	13 (68.5)	3 (18.7)	2 (6.7)	-	10 (62.5)	2 (6.7)	2 (10.6)	1 (6.2)
Reality of practical life situations in the curriculum	3 (10.0)	1 (5.3)	2 (12.5)	5 (16.6)	3 (15.6)	1 (6.3)	12 (40.0)	8 (42.2)	8 (50.0)	7 (23.4)	6 (31.6)	3 (18.7)	3 (10.0)	1 (5.3)	2 (12.5)
Opportunity to develop social traits	4 (13.3)	1 (5.3)	1 (6.3)	7 (23.4)	2 (10.5)	2 (12.5)	15 (50.0)	6 (31.5)	7 (43.8)	3 (10.0)	8 (42.2)	3 (18.7)	1 (3.3)	2 (10.5)	3 (18.7)
Extracurricular activities	6 (20.0)	1 (5.2)	3 (18.7)	9 (30.0)	5 (26.2)	4 (25.0)	10 (33.4)	8 (42.2)	4 (25.0)	1 (3.3)	4 (21.2)	4 (25.0)	4 (13.3)	1 (5.2)	1 (6.2)
Opportunity to provide leadership in the college	5 (16.8)	2 (10.5)	2 (12.5)	13 (43.5)	7 (37.0)	4 (25.0)	5 (16.3)	8 (42.1)	2 (12.5)	1 (3.4)	1 (5.2)	8 (50.0)	6 (20.0)	1 (5.2)	-
Opportunity to develop hidden talents	2 (6.7)	1 (5.3)	-	5 (16.7)	1 (5.3)	2 (12.5)	9 (30.0)	5 (26.4)	3 (18.7)	10 (33.3)	9 (47.3)	2 (12.5)	4 (13.3)	3 (15.7)	9 (56.3)
Personal assistance given to students	5 (16.8)	1 (5.3)	2 (12.7)	9 (30.0)	5 (26.3)	3 (18.7)	14 (46.6)	6 (31.7)	4 (25.0)	1 (3.3)	6 (31.7)	4 (25.0)	1 (3.3)	1 (5.3)	3 (18.7)
Vocational guidance program offered	4 (13.3)	2 (10.5)	2 (12.5)	8 (26.7)	3 (15.6)	3 (18.7)	10 (33.3)	6 (31.7)	5 (31.3)	5 (16.7)	7 (37.0)	1 (6.2)	3 (10.0)	1 (5.3)	5 (31.3)
Balance between theory and practice	6 (20.0)	3 (15.6)	1 (6.2)	10 (33.3)	4 (21.2)	6 (37.6)	8 (26.7)	7 (37.0)	7 (43.8)	3 (10.0)	3 (15.6)	1 (6.2)	3 (10.0)	2 (10.6)	1 (6.2)
Cooperation between college and local schools	5 (16.7)	3 (15.7)	2 (12.5)	9 (30.0)	2 (10.5)	2 (12.5)	10 (33.3)	6 (31.8)	5 (31.3)	4 (13.3)	5 (26.3)	4 (25.0)	2 (6.7)	3 (15.7)	3 (18.7)
Professional courses offered	6 (20.0)	3 (15.6)	2 (12.5)	12 (40.0)	4 (21.2)	4 (25.0)	9 (30.0)	7 (37.0)	7 (43.8)	-	2 (10.6)	1 (6.2)	3 (10.0)	3 (15.6)	2 (12.5)
Specialized courses offered	9 (30.0)	3 (15.7)	1 (6.2)	4 (13.4)	2 (10.6)	4 (25.0)	14 (46.6)	5 (26.3)	4 (25.0)	2 (6.7)	6 (31.7)	2 (12.5)	1 (3.3)	3 (15.7)	5 (31.3)
General education courses offered	6 (20.0)	2 (10.5)	3 (18.8)	12 (40.0)	4 (21.2)	3 (18.8)	10 (33.3)	8 (42.3)	6 (37.4)	2 (6.7)	3 (15.5)	3 (18.8)	-	2 (10.5)	1 (6.2)
Provision for internal assessment	4 (13.3)	3 (15.6)	3 (18.7)	11 (36.7)	4 (21.2)	4 (25.0)	8 (26.7)	6 (31.6)	6 (37.5)	3 (10.0)	3 (26.3)	2 (12.5)	4 (13.3)	1 (5.3)	1 (6.3)
Provision made for the professional growth of students	2 (6.7)	3 (15.8)	2 (12.6)	3 (10.0)	2 (10.6)	3 (18.7)	4 (13.3)	3 (15.8)	3 (18.7)	15 (50.0)	10 (52.7)	3 (18.7)	6 (20.0)	1 (5.3)	5 (31.3)
Opportunity for cooperative projects or team works	22 (73.3)	10 (52.6)	6 (37.5)	3 (10.0)	2 (10.5)	2 (12.5)	2 (6.7)	1 (5.2)	2 (12.5)	2 (6.7)	4 (21.2)	3 (18.7)	1 (3.3)	2 (10.5)	3 (18.7)

TABLE 125

THE FREQUENCY AND PERCENTAGE OF THE FACULTY WHO FEEL
THAT TEACHER TRAINING SHOULD BE FOR FOUR-YEARS

Response	RCE	UDE	TCE	Total
Strongly agree	8 (26.7)	2 (10.5)	3 (18.7)	13 (17.46)
Agree	9 (30.0)	6 (31.7)	2 (12.5)	17 (26.15)
Undecided	-	2 (10.5)	-	2 (3.17)
Disagree	10 (33.3)	6 (31.7)	7 (43.8)	23 (36.51)
Strongly disagree	3 (10.0)	3 (15.6)	4 (25.0)	10 (15.38)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 126

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE ONE-YEAR
BACHELOR OF TEACHING (B.T.) PROGRAM IS QUITE
SATISFACTORY AND IT NEEDS NO CHANGE

Response	RCE	UDE	TCE	Total
Strongly agree	-	-	1 (6.2)	1 (1.59)
Agree	-	-	1 (6.2)	1 (1.59)
Undecided	-	-	-	-
Disagree	- (40.0)	16 (15.6)	13 (6.2)	47 (25.40)
Strongly disagree	(60.0)	(84.4)	(81.4)	(74.61)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 127

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT TEACHING IS A
PROFESSION EQUAL TO THAT OF ENGINEERING OR MEDICINE

Response	RCE	UDE	TCE	Total
Strongly agree	21 (70.0)	5 (26.3)	3 (18.7)	29 (46.03)
Agree	6 (20.0)	12 (63.2)	7 (43.8)	25 (39.68)
Undecided	-	-	-	-
Disagree	1 (3.3)	2 (10.5)	2 (12.5)	5 (7.94)
Strongly disagree	2 (6.7)	-	4 (25.0)	6 (9.52)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 128

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THOSE WHO TURN
TO TEACHING AS A LAST RESORT SHOULD BE DISCOURAGED

Response	RCE	UDE	TCE	Total
Strongly disagree	-	-	-	-
Disagree	-	-	-	-
Undecided	-	-	-	-
Agree	2 (6.7)	8 (42.3)	8 (50.0)	18 (28.57)
Strongly agree	28 (93.3)	11 (57.7)	8 (50.0)	47 (74.61)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 129

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THERE SHOULD BE
MORE STRICT SELECTION PROCEDURES TO RECRUIT PEOPLE TO
THE TEACHING PROFESSION

Response	RCE	UDE	TCE	Total
Strongly agree	23 (76.7)	12 (63.1)	10 (62.5)	45 (71.43)
Agree	6 (20.0)	6 (31.6)	4 (25.0)	16 (25.40)
Undecided	-	-	-	-
Disagree	-	-	-	-
Strongly disagree	-	-	-	-
No response	(3.3)	(5.3)	(12.5)	(6.35)
Total	30 (100)	19 (100)	16 (100)	65 (100)

teachers. Apparently many of the training colleges were extremely flexible in their admission standards which the faculty felt should be discouraged.

About 57.14% of the faculty felt that their promotion, periodic raises, etc., should be based on their individual teaching and research ability, and other educational (professional) accomplishments. A total of 86.7% of the RCE faculty, 36.9% of the UDE faculty and 18.7% of the TCE faculty held this feeling. The fact that such a small percentage of the UDE and the TCE faculty members favored merit raise and promotion, accounted for the administrative irregularities which prevailed in those institutions. Also it raised some relevant questions about the quality of professors, which UDE's and TCE's now have. They were now willing to break away from the traditional systems of promotion and pay increase based on "experience" and "seniority". It is significant to note that 86.7% of the RCE faculty had a different outlook about the problem, in that they favored merit promotions and increments (see Table 130).

Table 131 shows that 93.4% of the RCE faculty recommended vocational instruction as a part of the regular teacher training program. Their entire outlook about teacher training as a "bookish training" had been

TABLE 130

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE PROMOTION AND PERIODIC
RAISE OF THE TEACHERS SHOULD BE BASED ON THE EDUCATIONAL QUALIFICATION,
TEACHING ABILITY AND PROFESSIONAL QUALIFICATIONS
OF THE INDIVIDUAL CONCERNED

Response	RCE	UDE	TCE	Total
Strongly agree	4 (13.3)	2 (10.5)	1 (6.2)	7 (11.11)
Agree	22 (73.4)	5 (26.4)	2 (12.5)	29 (46.03)
Undecided	2 (6.7)	3 (15.6)	2 (12.5)	7 (11.11)
Disagree	1 (3.3)	7 (37.0)	9 (43.8)	15 (23.81)
Strongly disagree	1 (3.3)	2 (10.5)	4 (25.0)	7 (11.11)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 131

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT PART OF THE
TEACHER TRAINING SHOULD BE VOCATIONAL INSTRUCTION

Response	RCE	UDE	TCE	Total
Strongly agree	21 (70.0)	2 (10.5)	1 (6.2)	24 (38.10)
Agree	7 (23.4)	15 (79.0)	13 (81.4)	35 (55.56)
Undecided	-	2 (10.5)	1 (6.2)	3 (4.76)
Disagree	1 (3.3)	-	1 (6.2)	2 (3.17)
Strongly disagree	1 (3.3)	-	-	1 (1.59)
Total	30 (100)	19 (100)	16 (100)	65 (100)

changed. They saw more value in the vocational training. About 89.5% of the UDE faculty and 87.6% of the TCE faculty favored the introduction of vocational training in training colleges. Such a trend in the faculty attitude was very encouraging.

Only a small percentage of all the faculty felt that training colleges should be centers of research and experimentation. About 30% felt that it was essential; but that included 60% of the RCE faculty, and 5.2% of UDE faculty. None of the TCE faculty saw the value of research and experimentation in training colleges. As a matter of fact, they all seemed to be opposed to the research component in the training program (Table 133). Nevertheless, according to Table 124, almost all of them "disagreed" or "strongly disagreed" that research should be subservient to teaching.

About 76.17% of all the faculty felt that curriculum should be subjected to periodic evaluation. This included 86.7% of the RCE faculty, 63.2% of the UDE faculty, and 62.5% of the TCE faculty. Here again a higher percentage of the RCE faculty expressed interest in periodic evaluation as compared to the UDE or the TCE faculty members (see Table 135).

Table 136 indicates that 90% of the RCE faculty thought that the facilities, equipment and the RCE program as a whole, were adequate enough to prepare quality teachers for the Secondary Schools. About 73.6% of the UDE faculty and 81.2% of the TCE faculty thought the same about their respective training colleges. However, 14.29% of all the faculty felt that their colleges had inadequate facilities and equipment to provide good teacher training that was so vitally needed to improve the secondary education program.

According to Table 137, 92% of the faculty feel that every training college faculty member should have some teacher training as their basic qualification to become professors in the teaching training colleges. Although a sizeable number of faculty members do not have such training, the faculty was almost unanimous in recommending this as a basic requirement to be accepted in training colleges. This was a clear indication of faculty willingness to improve themselves in order to provide quality training for their students. Over 90% of the faculty felt that their college was properly staffed. In fact some had indicated that they were "over-staffed", that their time could have been spent more efficiently in other tasks (research, publications, community projects, etc.) if such an opportunity had been available (see Table 138).

There were mixed feelings about the internal assessment. About 90% of the RCE faculty felt that each training college should be allowed to conduct the final evaluation of their own students. At the same time only 52.7% of the UDE faculty and 25% of the TCE faculty favored the internal assessment. Table 139 points out that 43.7% of the TCE faculty and 36.8% of the UDE faculty felt that evaluation to be objective should always be conducted outside of the college. Only 10% of the RCE faculty

TABLE 132

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE TEACHER TRAINING
COLLEGES SHOULD HAVE A LIST OF SPECIFIC OBJECTIVES,
OVER AND ABOVE THE GENERAL OBJECTIVES

Response	RCE	UDE	TCE	Total
Strongly agree	20 (66.7)	-	1 (6.2)	21 (33.33)
Agree	8 (26.7)	16 (84.3)	10 (62.6)	34 (53.97)
Undecided	1 (3.3)	2 (10.5)	1 (6.2)	4 (6.35)
Disagree	-	1 (5.2)	2 (12.5)	3 (4.76)
Strongly disagree	1 (3.3)	-	2 (12.5)	3 (4.76)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 133

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT TRAINING COLLEGES
SHOULD BE CENTERS OF RESEARCH AND EXPERIMENTATION

Response	RCE	UDE	TCE	Total
Strongly agree	2 (6.7)	1 (5.2)	-	3 (4.76)
Agree	16 (53.3)	-	-	16 (25.40)
Undecided	1 (3.3)	2 (10.5)	2 (12.5)	5 (7.94)
Disagree	10 (33.4)	9 (47.3)	5 (31.3)	24 (38.10)
Strongly disagree	1 (3.3)	7 (37.0)	9 (56.2)	17 (26.98)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 134

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT TEACHING IS THE PRIMARY TASK
OF THE TRAINING COLLEGES AND RESEARCH SHOULD BE SUBSERIVENT TO IT

Response	RCE	UDE	TCE	Total
Strongly agree	-	-	-	-
Agree	-	1 (6.2)	-	1 (1.59)
Undecided	-	-	-	-
Disagree	7 (23.4)	15 (79.0)	9 (56.3)	31 (49.20)
Strongly disagree	23 (76.6)	3 (14.8)	6 (37.5)	33 (52.38)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 135

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT CURRICULUM SHOULD
BE SUBJECTED TO PERIODIC EVALUATION

Response	RCE	UDE	TCE	Total
Strongly agree	11 (36.7)	5 (26.2)	3 (18.7)	19 (30.16)
Agree	15 (50.0)	7 (37.0)	7 (43.8)	29 (46.03)
Undecided	2 (6.7)	4 (21.2)	2 (12.5)	8 (12.69)
Disagree	1 (3.3)	2 (10.4)	3 (18.7)	6 (9.52)
Strongly disagree	1 (3.3)	1 (5.2)	1 (6.3)	3 (4.76)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 136

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THE FACILITIES, EQUIPMENT,
AND PROGRAM AS A WHOLE OF THEIR COLLEGE ARE QUITE
SUFFICIENT TO PREPARE GOOD TEACHERS

Response	RCE	UDE	TCE	Total
Strongly agree	22 (76.7)	2 (10.5)	3 (18.7)	28 (44.45)
Agree	14 (13.3)	12 (63.1)	10 (62.5)	26 (41.27)
Undecided	-	1 (5.2)	1 (6.3)	2 (3.17)
Disagree	2 (10.0)	4 (21.2)	2 (12.5)	9 (14.29)
Strongly disagree	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 137

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT EVERY PROFESSOR IN A TEACHER
TRAINING COLLEGE OUGHT TO HAVE SOME SPECIAL TRAINING TO
TEACH THE STUDENT TEACHERS

Response	RCE	UDE	TCE	Total
Strongly agree	19 (63.4)	3 (15.6)	3 (18.7)	25 (39.68)
Agree	10 (33.3)	13 (68.5)	10 (62.6)	33 (52.38)
Undecided	-	2 (10.6)	3 (18.7)	5 (7.94)
Disagree	1 (3.3)	1 (5.3)	-	2 (3.17)
Strongly disagree	-	-	-	-
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 138

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT THEIR COLLEGE IS WELL-STAFFED IN ORDER TO IMPART A PROPER TEACHER TRAINING TO THEIR STUDENTS

Response	RCE	UDE	TCE	Total
Strongly agree	20 (66.6)	5 (26.3)	4 (25.0)	29 (46.03)
Agree	5 (16.7)	11 (58.0)	12 (75.0)	28 (44.44)
Undecided	-	1 (5.2)	-	1 (1.59)
Disagree	5 (16.7)	-	-	5 (7.94)
Strongly disagree	-	2 (10.5)	-	2 (3.17)
Total	30 (100)	19 (100)	16 (100)	65 (100)

TABLE 139

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT EACH TRAINING COLLEGE SHOULD BE ALLOWED TO CONDUCT THE FINAL EVALUATION OF ITS STUDENTS

Response	RCE	UDE	TCE	Total
Strongly agree	12 (40.0)	2 (10.5)	-	14 (22.22)
Agree	15 (50.0)	8 (42.2)	4 (25.0)	27 (42.86)
Undecided	-	2 (10.5)	5 (37.3)	7 (11.11)
Disagree	3 (10.0)	6 (31.6)	7 (43.7)	16 (25.39)
Strongly disagree	-	1 (5.2)	-	1 (1.59)
Total	30 (100)	19 (100)	16 (100)	65 (100)

concurred. There was, therefore, widespread disagreement among the faculty about introducing internal assessment as the major pattern of evaluation replacing the external assessments since the faculty felt they were not really ready for the change. As a paradox, of course, 75% of the TCE faculty, 89.5% of the UDE faculty, and 100% of the RCE faculty thought that internal assessments were biased, and, therefore, they could not be used as the primary basis for evaluation (Table 140). Even if the disagreement was widespread, the majority was more in favor of internal assessments than the external.

TABLE 140

THE NUMBER OF FACULTY MEMBERS WHO FEEL THAT INTERNAL ASSESSMENTS
ARE OFTEN BIASED AND THEREFORE THEY CANNOT BE USED AS
THE PRIMARY BASIS FOR EVALUATION

Response	RCE	UDE	TCE	Total
Strongly agree	-	-	-	-
Agree	-	-	3 (18.7)	3 (4.76)
Undecided	-	2 (10.5)	1 (6.3)	3 (4.76)
Disagree	15 (50.0)	8 (42.2)	-	23 (36.51)
Strongly disagree	15 (50.0)	9 (47.3)	12 (75.0)	36 (57.14)
Total	30 (100)	19 (100)	16 (100)	65 (100)

Administrators

None of the UDE administrators responded and, therefore, the findings were based on the responses given by the RCE and the TCE administrators. Some of the interview and observation results have been used in certain cases to compare the RCE responses with the UDE.

All the administrators who participated in the study were over 36 years of age. About 53% of the RCE administrators and 12.5% of the TCE administrators were 45 years of age or less. In fact, 62.5% of the TCE administrators and 23.1% of RCE administrators were over 51 years

of age. The RCE's had comparatively younger administrators and faculty (see Table 141). Even the RCE students were of much younger age than that of TCE's or UDE's.

TABLE 141
ADMINISTRATORS AGE**

Age in Years	RCE	TCE	Total
Less than 20	-	-	-
21 - 25	-	-	-
26 - 30	-	-	-
31 - 35	-	-	-
36 - 40	3 (23.1)	-	3 (14.29)
41 - 45	4 (30.7)	1 (12.5)	5 (23.81)
46 - 50	3 (23.1)	2 (25.0)	5 (23.81)
51 and over*	3 (23.1)	5 (62.5)	8 (38.10)
Total	13 (100)	8 (100)	21 (100)

*The retirement age is 55 in India

**The University Departments of Education *UDE) are not included in these tables because no one from that institutional category have returned (responded to) the questionnaire sent to them.

About 61.6% of the RCE administrators possessed doctoral degrees whereas none of the TCE administrators had such higher educational degrees. Table 142 indicates that 62.5% of the TCE administrators had master's degrees and 37.5% had just bachelor's degrees. No one with a bachelor's degree remained as an administrator in any one of the Regional Colleges. About 62.5% of the TCE administrators had a teaching diploma

TABLE 142

THE ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATIONS IN TERMS
OF THE HIGHEST DEGREE THEY POSSESS

Degrees	RCE	TCE	Total
Bachelor of Arts	-	3 (37.5)	3 (14.24)
Master of Arts/ Science/Educ.	4 (30.7)	5 (62.5)	9 (52.86)
Doctor of Philosophy	8 (61.6)	-	8 (38.10)
Other	1 (7.7)	-	1 (4.76)
Total	13 (100)	8 (100)	21 (100)

(bachelor of teaching or B.T.), while 53.9% of the RCE administrators had either master's degree or a doctoral degree in education (M.Ed., or Ed.D.) addition to their teaching diplomas. Evidently, the RCE administrators had higher academic degrees than their counterparts in the Traditional Colleges (see Tables 143-144).

At the same time, Table 145 shows that 87.5% of the TCE administrators had no specialized training in school or college administration, as against 53.9% of the RCE administrators. It was encouraging that 46.1% of the RCE and 12.5% of the TCE administrators held a degree (see Table 145).

Only 28.57% of all the administrators claimed to have obtained their present position because of the high educational qualifications or degrees they possessed. For 23% of the degrees did not aid them in getting an administrative position. For a great majority, there were several factors, such as degrees, diplomas, experience and recommendation from influential people, which assisted them to become administrators (see Table 146). As a whole, the degrees played a less important role in becoming administrators than their experience or seniority.

Over 42% of the administrators claimed to have more than ten years of experience as an administrator and another 42% had 5-10 years of experience. About 92% of the RCE administrators and 75% of the TCE

TABLE 143

THE MAJOR AREAS OF STUDY OF THE ADMINISTRATORS

Major Areas	RCE	TCE	Total
Science	3 (23.1)	-	3 (14.29)
Language	-	-	-
Social Studies	-	-	-
Education	4 (30.8)	1 (12.5)	5 (23.81)
Mathematics	1 (7.7)	1 (12.5)	2 (9.52)
School Administration	-	-	-
Other	5 (38.4)	6 (75.0)	11 (52.38)
Total	13 (100)	8 (100)	21 (100)

TABLE 144

NUMBER OF ADMINISTRATORS WHO HAVE A DEGREE IN EDUCATION
AND THE NATURE OF SUCH DEGREE(S)

Degrees	RCE	TCE	Total
Bachelor of Teaching (B.T/B.Ed)	2 (15.4)	5 (62.5)	7 (33.33)
Master of Arts/ Master of Education	3 (23.2)	-	3 (14.29)
Doctorate in Education	4 (30.7)	1 (12.5)	5 (23.81)
Other	-	1 (12.5)	1 (4.76)
None	4 (30.7)	1 (12.5)	5 (23.81)
Total	13 (100)	8 (100)	21 (100)

TABLE 145

NUMBER OF ADMINISTRATORS WHO HAVE SPECIALIZED
TRAINING IN SCHOOL/COLLEGE ADMINISTRATION

Response	RCE	TCE	Total
Yes	6 (46.1)	1 (12.5)	7 (33.33)
No	7 (53.9)	7 (87.5)	14 (66.67)
Total	13 (100)	8 (100)	21 (100)

TABLE 146

THE SPECIFIC TRAINING WHICH MIGHT HAVE HELPED THE
ADMINISTRATORS TO GET THEIR PRESENT POSITION

Training	RCE	TCE	Total
Masters in Education (M.Ed)	-	1 (12.5)	1 (4.76)
Doctorate in Education	1 (7.7)	-	1 (4.76)
Doctor of Philosophy	3 (23.1)	1 (12.5)	4 (19.05)
Other Diploma	-	1 (12.5)	1 (4.76)
None of the above	2 (15.4)	3 (37.5)	5 (23.81)
All of the above	7 (53.9)	2 (25.0)	9 (42.86)
Total	13 (100)	8 (100)	21 (100)

administrators had 5 or more years of experience (see Table 147). Evidently, such the length of experience and seniority was valued more than the degrees or diplomas to place them in the administrative as well as teaching positions.

Contrarily, 33.33% of all the administrators felt that their academic degrees helped them to achieve their present positions. About 19.05% were selected by the Ministry of Education based on different criteria; 14.29% through promotion from the ranks; and 9.52% through the recommendation of previous employers (Table 148).

Table 149 indicates the professional or educational activities that took place since each administrator assumed responsibility at the present institution. About 23% of the RCE administrators conducted educational research. About 61.5% of the RCE administrators attempted at least one research compared to 37.5% of the TCE administrators. It was amazing, however, that 62.5% of the TCE administrators had never involved themselves in any research activity. About 46% of the RCE administrators and 37.5% of the TCE administrators introduced new experimental programs in their college.

TABLE 147

THE LENGTH OF SERVICE OF THE ADMINISTRATORS
IN THEIR PRESENT CAPACITY

Length of Service	RCE	TCE	Total
Less than a year	1 (7.7)	-	1 (4.76)
One to two years	-	1 (12.5)	1 (4.76)
Three to four years	-	1 (12.5)	1 (4.76)
Five to ten years	6 (46.2)	3 (37.5)	9 (42.86)
More than ten years	6 (46.1)	3 (37.5)	9 (42.86)
Total	13 (100)	8 (100)	21 (100)

TABLE 148

THE METHOD OF PROFESSIONAL PROCEDURE BY WHICH THE ADMINISTRATORS
ACHIEVED THEIR PRESENT POSITION

Procedure	RCE	TCE	Total
Promotion from the ranks	2 (15.4)	1 (12.5)	3 (14.29)
High academic degree	5 (38.4)	2 (25.0)	7 (33.33)
Selected by the school board or ministry of education	3 (23.1)	1 (12.5)	4 (19.05)
Recomendation of the previous employers	-	2 (25.0)	2 (9.52)
Popular vote	1 (7.7)	1 (12.5)	2 (9.52)
Direct appointment	-	-	-
Other	(15.4)	(12.5)	(14.29)
Total	13 (100)	8 (100)	21 (100)

TABLE 149

THE DIFFERENT PROFESSIONAL OR EDUCATIONAL ACTIVITIES WHICH TOOK PLACE
AT THE TRAINING COLLEGE DURING THEIR ADMINISTRATION

Educational Activities	Yes		More Than Once		No	
	RCE	TCE	RCE	TCE	RCE	TCE
Educational research conducted	8 (61.5)	3 (37.5)	3 (23.1)	-	2 (15.4)	5 (62.5)
New experimental program introduced	6 (46.2)	3 (37.5)	2 (15.4)	2 (25.0)	5 (38.4)	3 (37.5)
Periodic staff evaluation	3 (23.0)	-	-	1 (12.5)	10 (77.0)	7 (87.5)
Better library system introduced	4 (30.7)	-	-	-	9 (69.3)	8 (100.0)
Instructional materials developed	7 (53.9)	3 (37.5)	4 (30.7)	2 (25.0)	2 (15.4)	3 (37.5)
Periodic curriculum changes or improvements	7 (53.8)	4 (50.0)	3 (23.1)	1 (12.5)	3 (23.1)	3 (37.5)
Faculty and students involved in policy making	4 (30.7)	1 (12.5)	2 (15.4)	4 (50.0)	7 (53.9)	3 (37.5)
Improved buildings and facilities	7 (53.9)	3 (37.5)	2 (15.4)	2 (25.0)	4 (30.7)	3 (37.5)
Community participation in school programs	3 (23.0)	1 (12.5)	-	1 (12.5)	10 (77.0)	6 (75.0)
School participation in community activities	2 (15.3)	1 (12.5)	1 (7.7)	1 (12.5)	10 (77.0)	6 (75.0)
Conducted summer institutes	4 (30.8)	-	5 (38.4)	3 (37.5)	4 (30.8)	5 (62.5)
Laboratory schools opened	3 (23.0)	-	-	-	10 (77.0)	8 (100.0)
Faculty participation in school activities increased	7 (53.9)	3 (27.5)	1 (7.7)	1 (12.5)	5 (38.4)	4 (50.0)
Student faculty cooperation	3 (23.0)	2 (25.0)	-	1 (12.5)	10 (77.0)	5 (62.5)
Other activities	1 (7.7)	-	-	-	12 (92.3)	8 (100.0)

Although 23% of the RCE administrators do conduct periodic staff evaluation, the remainder did not have any staff evaluation system at the present. About 87.5% of the TCE administrators had no method whatsoever to assess their faculty.

None of the TCE administrators said that they were able to improve their library system or opened laboratory schools. However, some 30% of the RCE administrators introduced better library system in their colleges and 23% were able to open new laboratory schools to train their student teachers.

About 84% of the RCE administrators adopted new instructional materials, 77% made periodic curriculum changes, 45.4% involved faculty and students in policy making, 69.3% improved the physical facilities, 23% involved themselves in community activities, 69.2% conducted summer in-service training programs, and 61.6% noticed significant increase in faculty participation of school activities. The percentages of the TCE administrators in these activities were 62.5%, 62.5%, 62.5%, 62.5%, 25%, 37.5%, and 40%, respectively. These were comparatively lower figures than that of the RCE administrators, evidencing that the latter had considerably increased their participation in various professional and educational activities. A large percentage of both RCE and TCE administrators were not involved in any of the professional activities mentioned above.

According to Table 150, all the TCE administrators had over 10 years of teaching experience. About 7.7% of the RCE administrators had been teachers for 5 to 10 years, and 92.3% had over 10 years experience. Such experience in teaching, as well as in administration, was an added qualification for any principal or departmental chairman to become more effective.

Table 153 shows the degree to which administrators felt that the existing program, facilities, equipment, and personnel of their college were suitable to prepare quality teachers for the secondary schools in India. About 15.4% of the RCE administrators felt that their program had very high theoretical emphasis; 38.4% felt that their was very high practical emphasis; 30.7% felt that there was proper balance between theory and practice, very little provision for individual and independent study; 30.8% thought that the clarity of educational objectives was very high; 23.1% felt that there was adequate flexibility for their curriculum, 30.8% thought that the number of professional courses offered was very high; 15.4% observed that the number of vocational and technical courses offered was very high; 7.7% pointed out that the provision for research and development was very high; 15.4% thought that they had adequate recreational facilities for the students; 23.1% pointed out that the facilities for teacher self-evaluation was very high. On the other hand, the percentages of the TCE administrators who rated their institutions as "very high" were: 75% (emphasis on theory), 0% (emphasis on practice), 25% (proper balance between theory and practice), 0% (provision for independent study), 12.5% (individual instruction)

TABLE 150

THE NUMBER OF YEARS OF TEACHING EXPERIENCE OF THE ADMINISTRATORS

Teaching Experience in Years	RCE	TCE	Total
Less than 1	-	-	-
1-2	-	-	-
2-5	-	-	-
5-10	1 (7.7)	-	1 (4.76)
More than 10	12 (92.3)	8 (100.0)	20 (95.24)
Total	13 (100)	8 (100)	21 (100)

TABLE 151

THE ORDER IN WHICH THE FACULTY MEMBERS
ARE SUPERVISED BY THE ADMINISTRATORS

Frequency of Supervision	RCE	TCE	Total
Once a week	1 (7.7)	1 (12.5)	2 (9.52)
Once a month	2 (15.4)	-	2 (9.52)
Once in two months	-	-	-
Once in three months	1 (7.5)	2 (25.0)	3 (14.29)
Once in six months	2 (15.4)	-	2 (9.52)
Once a year	6 (46.1)	1 (12.5)	7 (33.33)
Other	1 (7.7)	4 (50.0)	5 (23.81)
Total	13 (100)	8 (100)	21 (100)

TABLE 152
TYPE OF EVALUATION PRACTICED BY THE ADMINISTRATORS
TO ASSESS THEIR FACULTY MEMBERS

Evaluation System Practiced	RCE	TCE	Total
Classroom observation	-	-	-
Individual conference	2 (15.4)	-	2 (9.52)
Teacher self-evaluation	-	-	-
Teacher representative evaluation	-	-	-
All of these	-	1 (12.5)	1 (4.76)
Some of these	5 (38.4)	-	5 (23.81)
None of these	2 (15.4)	-	2 (9.52)
Total	13 (100)	8 (100)	21 (100)

TABLE 153

THE DEGREE TO WHICH THE ADMINISTRATORS FEEL THAT THE EXISTING PROGRAM, FACILITIES, EQUIPMENT, AND PERSONNEL OF THEIR COLLEGE ARE SUITABLE TO PREPARE QUALITY TEACHERS FOR THE NATIONS SCHOOLS

Program, Facilities Equipment & Personnel	Very High		High		Median		Low		Very Low	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Theoretical emphasis	2 (15.4)	6 (75.0)	7 (53.9)	2 (25.0)	4 (30.7)	-	-	-	-	-
Practical emphasis	5 (38.4)	-	4 (30.8)	2 (25.0)	3 (23.1)	2 (25.0)	1 (7.7)	3 (37.5)	-	1 (12.5)
The balance between theory and practice	4 (30.7)	2 (25.0)	3 (23.1)	1 (12.5)	1 (7.7)	4 (50.0)	4 (30.8)	1 (12.5)	1 (7.7)	-
Provision for independent study	1 (7.7)	-	4 (30.7)	1 (12.5)	3 (23.1)	1 (12.5)	4 (30.8)	4 (50.0)	1 (7.7)	2 (25.0)
Provision for individual instruction	-	1 (12.5)	5 (38.4)	1 (12.5)	4 (30.8)	2 (25.0)	2 (15.4)	3 (37.5)	2 (15.4)	1 (12.5)
Clarity of educational objectives	4 (30.8)	-	5 (38.4)	4 (50.0)	2 (15.4)	1 (12.5)	1 (7.7)	2 (25.0)	1 (7.7)	1 (12.5)
Flexibility of the curriculum	3 (23.1)	-	2 (15.3)	-	3 (23.1)	5 (62.5)	2 (15.4)	2 (25.0)	3 (23.1)	1 (12.5)
Number of professional courses offered	4 (30.8)	-	5 (38.4)	4 (50.0)	3 (23.1)	4 (50.0)	-	-	1 (7.7)	-

TABLE 153 - (continued)

Program, Facilities Equipment & Personnel	Very High		High		Median		Low		Very Low	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Practical nature of the courses (practical use)	4 (30.8)	-	5 (38.4)	2 (25.0)	3 (23.1)	3 (37.5)	1 (7.7)	3 (37.5)	-	-
Number of vocational courses offered	2 (15.4)	-	4 (30.7)	3 (37.5)	3 (23.1)	2 (25.0)	2 (15.4)	1 (12.5)	2 (15.4)	2 (25.0)
Provision for research and development	1 (7.7)	1 (12.5)	3 (23.1)	-	2 (15.4)	2 (25.0)	6 (46.1)	3 (37.5)	1 (7.7)	2 (25.0)
Recreational facilities	2 (15.4)	1 (12.5)	4 (30.8)	2 (25.0)	4 (30.7)	3 (37.5)	2 (15.4)	1 (12.5)	1 (7.7)	1 (12.5)
Facilities for teacher self-evaluation	3 (23.1)	-	2 (15.4)	1 (12.5)	5 (38.4)	3 (37.5)	2 (15.4)	3 (37.5)	1 (7.7)	1 (12.5)
Facilities for extra- curricular activities	2 (15.4)	-	4 (30.7)	2 (25.0)	3 (23.1)	4 (50.0)	2 (15.4)	2 (25.0)	2 (15.4)	-
Student participation in school functions	4 (30.8)	4 (50.0)	5 (38.4)	4 (50.0)	3 (23.1)	1	1 (7.7)	-	-	-
Vocational guidance service	2 (15.4)	-	5 (38.4)	1 (12.5)	3 (23.1)	5 (62.5)	2 (15.4)	-	1 (7.7)	2 (25.0)
Student personnel services	1 (7.7)	-	5 (38.4)	1 (12.5)	4 (30.8)	4 (50.0)	3 (23.1)	2 (25.0)	-	1 (12.5)

TABLE 153 - (continued)

Program, Facilities Equipment & Personnel	Very High		High		Median		Low		Very Low	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Teacher-student interaction	5 (38.4)	-	4 (30.8)	4 (50.0)	2 (15.4)	1 (12.5)	2 (15.4)	2 (25.0)	-	1 (12.5)
Experimental programs in operation	2 (15.4)	-	4 (30.7)	3 (37.5)	3 (23.1)	5 (62.5)	3 (23.1)	-	1 (7.7)	-
Inservice training program	9 (69.2)	1 (12.5)	2 (15.4)	1 (12.5)	2 (15.4)	6 (75.0)	-	-	-	-
Number of professional conferences held	5 (38.4)	2 (25.0)	4 (30.8)	3 (37.5)	2 (15.4)	3 (37.5)	2 (15.4)	-	-	-
Flexibility of the curriculum	4 (30.8)	-	2 (15.4)	2 (25.0)	5 (38.4)	4 (50.0)	2 (15.4)	1 (12.5)	-	1 (12.5)
Freedom of expression on the campus	4 (30.8)	2 (25.0)	5 (38.4)	3 (37.5)	2 (15.4)	1 (12.5)	1 (7.7)	2 (25.0)	1 (7.7)	-
Provision for change in curriculum	2 (15.4)	-	1 (7.7)	2 (25.0)	-	3 (37.5)	3 (23.1)	1 (12.5)	7 (53.8)	2 (25.0)
Provision for parent- teacher conferences	1 (7.7)	-	-	-	4 (30.8)	3 (37.5)	3 (23.1)	3 (37.5)	5 (38.4)	2 (25.0)

TABLE 153 - (continued)

Program, Facilities Equipment & Personnel	Very High		High		Mediar		Low		Very Low	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Moral and religious instruction for character formation	-	2 (25.0)	-	2 (25.0)	2 (15.4)	2 (25.0)	3 (23.1)	2 (25.0)	8 (61.5)	-
Provision for cooperative programs	2 (15.4)	-	2 (15.4)	2 (25.0)	4 (30.7)	2 (25.0)	2 (15.4)	4 (50.0)	3 (23.1)	-
Building and its convenience	4 (30.8)	-	9 (69.2)	-	-	5 (62.5)	-	2 (25.0)	1 (12.5)	-
Nearness to public transportation	2 (15.4)	2 (25.0)	1 (7.7)	2 (25.0)	2 (15.4)	2 (25.0)	3 (23.1)	-	5 (38.4)	2 (25.0)
Library facilities	6 (46.1)	1 (12.5)	4 (30.8)	4 (50.0)	1 (7.7)	-	2 (15.4)	2 (25.0)	-	1 (12.5)
Laboratory facilities	4 (30.8)	-	6 (46.1)	3 (37.5)	3 (23.1)	3 (37.5)	-	1 (12.5)	-	1 (12.5)
Boarding facilities	6 (46.1)	3 (37.5)	2 (15.4)	-	4 (30.8)	3 (37.5)	-	1 (12.5)	1 (7.7)	1 (12.5)
Housing for the staff	3 (23.1)	-	3 (23.0)	-	2 (15.4)	3 (37.5)	2 (15.4)	2 (25.0)	3 (23.1)	3 (37.5)
Student bookstore facilities	2 (15.4)	-	2 (15.4)	-	1 (7.7)	2 (25.0)	3 (23.1)	3 (37.5)	5 (38.4)	3 (37.5)

TABLE 153 - (continued)

Program, Facilities Equipment & Personnel	Very High		High		Median		Low		Very Low	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
College cafeteria facilities	4 (30.8)	1 (12.5)	2 (15.4)	1 (12.5)	2 (15.4)	1 (12.5)	4 (30.8)	-	1 (7.6)	5 (38.4)
Sanitary facilities of the college	5 (38.4)	-	4 (30.8)	4 (50.0)	3 (23.1)	2 (25.0)	-	-	1 (7.7)	2 (25.0)
Arts and crafts facilities	2 (15.4)	-	3 (23.1)	2 (25.0)	3 (23.1)	3 (37.5)	3 (23.0)	3 (37.5)	2 (15.4)	-
Availability of office equipment and facilities	5 (38.4)	2 (25.0)	3 (23.1)	2 (25.0)	4 (30.8)	4 (50.0)	1 (7.7)	-	-	-
Availability of laboratory equipment	7 (53.8)	2 (25.0)	3 (23.1)	1 (12.5)	2 (15.4)	4 (50.0)	1 (7.7)	-	-	1 (12.5)
Availability of instruc- tional materials	4 (30.8)	-	5 (38.4)	4 (50.0)	2 (15.4)	2 (25.0)	2 (15.4)	2 (25.0)	-	-
Number of teaching aids designed and produced	-	-	6 (46.1)	1 (12.5)	3 (23.1)	6 (75.0)	2 (15.4)	1 (12.5)	2 (15.4)	-
Use made of mass-media	1 (7.7)	-	4 (30.8)	3 (37.5)	1 (7.7)	2 (25.0)	3 (23.0)	2 (25.0)	4 (30.8)	1 (12.5)

TABLE 153 - (continued)

Program, Facilities Equipment & Personnel	Very High		High		Median		Low		Very Low	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Number of teaching staff	4 (30.8)	-	5 (38.4)	4 (50.0)	2 (15.4)	2 (25.0)	2 (15.4)	2 (25.0)	-	-
Number of non-teaching staff	4 (30.8)	-	6 (46.1)	4 (50.0)	3 (23.1)	-	-	3 (37.5)	-	1 (12.5)
Number of trained faculty members	7 (53.9)	-	4 (30.7)	4 (50.0)	2 (15.4)	1 (12.5)	-	3 (37.5)	-	-
Number of faculty members without a bachelors degree	-	-	-	-	2 (15.4)	2 (25.0)	3 (23.1)	3 (37.5)	8 (61.5)	3 (37.5)
Number of untrained faculty members	-	-	-	3 (37.5)	3 (23.0)	2 (25.0)	-	3 (37.5)	10 (77.0)	-
Number of faculty members with doctorate degree	2 (15.4)	-	-	-	3 (23.1)	2 (25.0)	8 (61.5)	1 (12.5)	-	5 (62.5)
Number of faculty members with two to five years of teach- ing experience	-	-	3 (23.1)	6 (75.0)	5 (38.4)	2 (25.0)	4 (30.8)	-	1 (7.7)	-

TABLE 153 - (continued)

Program, Facilities Equipment & Personnel	Very High		High		Median		Low		Very Low	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Team efforts of the faculty	2 (15.4)	3 (37.5)	4 (30.8)	3 (37.5)	6 (46.1)	1 (12.5)	1 (7.7)	1 (12.5)	-	-
Faculty participation in community activities	-	-	1 (7.7)	1 (12.5)	3 (23.1)	2 (25.0)	4 (30.8)	2 (25.0)	5 (38.4)	3 (37.5)
Faculty interest in research	2 (15.4)	-	4 (30.8)	2 (25.0)	4 (30.8)	2 (25.0)	3 (23.0)	4 (50.0)	-	-
Subject matter compe- tency of the faculty as a whole	5 (38.4)	-	6 (46.2)	5 (62.5)	2 (15.4)	3 (37.5)	-	-	-	-
Faculty participation in professional organi- zations	-	-	7 (53.9)	1 (12.5)	3 (23.1)	6 (75.0)	2 (15.3)	1 (12.5)	1 (7.7)	-
Articles published by the administrators in professional journal	-	-	3 (23.1)	1 (12.5)	8 (61.5)	5 (62.5)	2 (15.4)	1 (12.5)	-	1 (12.5)

0% (clarity of educational objectives) 0% (flexibility of the curriculum), 0% (number of professional courses offered), 0% (practical application of the course content), 0% (number of vocational courses offered), 12.5% (research and development), 12.5% (recreational facilities), and 0% (teacher self evaluation). A great contrast was noticeable in the ratings of the institution by their own administrators.

Looking further in Table 153, 15.4% of the RCE administrators (0% TCE administrators) felt that the facilities for extracurricular activities were "very high". About 31% of the RCE administrators (50% of TCE administrators) observed active student participation in school functions. Only 15.4% of the RCE administrators (none of TCE) felt that the college had adequate vocational guidance services available for their students. Similarly, just 7.7% of the RCE administrators expressed satisfaction (none of TCE) in the student personnel services of their college. About 38% of the RCE administrators (none of TCE) felt that they observed very high student teacher interaction in their college. About 15.4% of the RCE administrators noticed many experimental programs in operation (none of TCE); 69.2% of the RCE administrators (12.5% of TCE) conducted in-service training in their college; 38.4% of the RCE administrators (25% of TCE) held professional conferences; 30.8% felt that they had a highly flexible curriculum (none of TCE); 30.8% thought that they provided a very high freedom of expression (25% of TCE); only 7.7% of the RCE administrators (none of TCE) had a proper provision for parent-teacher conferences on a regular basis.

Although 25% of the TCE administrators claimed to have moral and religious instructions in their college, none of the RCE administrators had them in their college, none of the RCE administrators had them in their colleges. Thus, character formation, in the traditional sense, was no longer viewed as the duty of the schools and colleges, but of the family and church.

About 15% of the RCE administrators (none of TCE) felt that their colleges had a very high provision for cooperative programs such as team teaching and team projects.

Most every administrator felt that the building, library and laboratory facilities, boarding facilities, nearness to public transportation, cafeteria, sanitary facilities, technical equipment, teaching aids and other instructional facilities, number of teaching and non-teaching staff, and their academic backgrounds and professional experience, and faculty participation in community activities, research, professional organizations and publication were very high among RCE administration compared to TCE's according to the latter part of Table 153.

As a whole, the RCE administrators rated their instruction much higher than that of the TCE administrators. The former seemed more satisfied with their program, facilities, equipment, and personnel than the latter.

According to Table 154, 30.8% of the RCE administrators, and 12.5% of the TCE administrators felt that teaching was the primary task of the faculty. All the TCE administrators either "agreed" or "strongly agreed" that the one-year bachelor of teaching (B.T.) program was quite adequate to prepare quality teachers. None of the RCE administrators however, concurred with this statement.

At the same time, 87.5% of the TCE administrators "agreed" or "strongly agreed" that the existing one-year program should be extended so that the actual training period will be a year or more, exclusive of the vacation months. However, no one specified the actual period of duration for such training. About 54% of the RCE administrators also recommended an extended period of training, to replace the one-year training, but not to extend to four years.

About 69% of the RCE administrators and 75% of the TCE administrators "agreed" or "strongly agreed" that a four-year teacher education program was more desirable than the one-year program. Apparently, a large majority of the TCE administrators also realized the merit of the four-year program since they recommended it so strongly for the Indian teaching training colleges. The idea had been further evidenced when 100% of the RCE and the TCE administrators recommended more stringent selection measures for teachers. At present, the RCE's have relatively rigid recruiting methods that they accepted more first division students than second or third division, as most other training colleges do. The administrators were convinced of the fact that "good" teachers are shaped from "good" students; and improved selection and recruitment methods would provide quality students to train in the teaching profession.

Opinions differed insofar as the idea of discouraging those who turn to teaching as a last resort. However, 77% of the RCE administrators and 87.5% of the TCE administrators favored the idea of not entertaining such "last resort" applicants. The remainder were mostly undecided; 15.4% of the RCE administrators, nevertheless, disapproved. As a whole, there was a common feeling that the prestige of the teaching profession should be upheld by recruiting the most competent individuals and discouraging the uninterested "job seekers". The consensus of opinion was that teaching was too noble a profession to recruit undesirable applicants in order to supply them with a "paying job".

Approximately all administrators advocated an aptitude and interest inventory to select potential candidates to the teaching profession (see Table 154). Similarly, almost all felt that the applicant's ability and academic background should be the criteria for promotions and raises.

All the administrators, either "agreed" or "strongly agreed" (see Table 154) that the faculty should be encouraged to introduce new teaching methods and techniques to train their student teachers for the

TABLE 154

ADMINISTRATORS' OPINIONS, ATTITUDE, AND INTEREST IN VARIOUS ASPECTS OF THE TEACHER TRAINING PROGRAM

Response Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Teaching is the primary task of the faculty	1 (7.7)	-	3 (23.1)	1 (12.5)	-	3 (37.5)	7 (53.8)	4 (50.0)	2 (15.4)	-
One-year bachelor of teaching program is quite adequate to prepare quality teachers	-	2 (25.0)	-	6 (75.0)	2 (15.4)	-	6 (46.2)	-	5 (38.4)	-
The existing one-year teacher training program should be extended	2 (15.4)	6 (75.0)	5 (38.4)	1 (12.5)	2 (15.4)	1 (12.5)	2 (15.4)	-	2 (15.4)	-
A four-year teacher educational program is more desirable than the one-year program	5 (38.4)	4 (50.0)	4 (30.8)	2 (25.0)	1 (7.7)	2 (25.0)	2 (15.4)	-	1 (7.7)	-
There should be more stringent selection procedures for teachers	8 (61.6)	2 (25.0)	5 (38.4)	6 (75.0)	-	-	-	-	-	-
Those who turn to teaching as a last resort should be discouraged	6 (46.1)	5 (62.5)	4 (30.8)	2 (25.0)	1 (7.7)	1 (12.5)	2 (15.4)	-	-	-

TABLE 154 - (continued)

Response Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Aptitude and interest inventory should be used to recruit teachers	7 (53.9)	3 (37.5)	5 (38.4)	5 (62.5)	1 (7.7)	-	-	-	-	-
Educational qualification and professional ability should be the criteria for promotions	6 (46.1)	7 (87.5)	4 (30.8)	1 (12.5)	2 (15.4)	-	1 (7.7)	-	-	-
Teachers should be encouraged to experiment new methods & techniques	10 (77.0)	4 (50.0)	3 (23.0)	4 (50.0)	-	-	-	-	-	-
There should be more emphasis on practical training than theoretical	5 (38.4)	4 (50.0)	8 (61.6)	4 (50.0)	-	-	-	-	-	-
Training colleges should offer courses in vocational subjects	7 (53.9)	1 (12.5)	2 (15.4)	6 (75.0)	m 4 (30.7)	-	-	1 (12.5)	-	-
At present there is little balance between general, specialized, and professional training of teachers	-	3 (37.5)	6 (46.1)	5 (62.5)	4 (30.8)	-	3 (23.1)	-	-	-

TABLE 154 - (continued)

Response Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
There should be regular or continuous evaluation of the curriculum	5 (38.4)	5 (62.5)	7 (53.9)	3 (37.5)	1 (7.7)	-	-	-	-	-
Each college should conduct the evaluation of their students	6 (46.1)	2 (25.0)	3 (23.1)	3 (37.5)	2 (15.4)	3 (37.5)	2 (15.4)	-	-	-
Internal assessment is more reliable than external assessment	5 (38.4)	-	6 (46.2)	4 (50.0)	-	4 (50.0)	2 (15.4)	-	-	-
Internal assessments are biased and, therefore, not reliable at all	-	2 (25.0)	2 (15.4)	6 (75.0)	2 (15.4)	-	6 (46.1)	-	3 (23.1)	-
It takes quite a sum of money, equipment, and facilities to start an innovative teacher training program	2 (15.4)	3 (37.5)	6 (46.1)	5 (62.5)	-	-	4 (30.8)	-	1 (7.7)	-
Added cost should not be the primary reason to stop an experimental program	6 (46.1)	5 (62.5)	7 (53.9)	3 (37.5)	-	-	-	-	-	-

TABLE 154 - (continued)

Response Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE	RCE	TCE
Faculty and administration should periodically update their professional knowledge	13 (100.0)	3 (37.5)	-	5 (62.5)	-	-	-	-	-	-
Character building is the primary aim of secondary education	-	4 (50.0)	4 (30.8)	4 (50.0)	4 (30.8)	-	4 (30.8)	-	1 (7.7)	-
Number of evening and part-time teacher training programs should be increased	4 (30.7)	3 (37.5)	8 (61.6)	4 (50.0)	-	-	1 (7.7)	1 (12.5)	-	-
Each training college should be allowed to frame its own curriculum	5 (38.4)	-	8 (61.6)	-	-	6 (75.0)	-	2 (25.0)	-	-

secondary schools. Very few experimental programs were now in process in India's teacher training colleges and there was the tendency to perpetuate the traditional methods of teaching and learning into the modern school systems.

Similarly, all the administrators favored placing more emphasis on practical training rather than the existing theoretical training for teachers. Both RCE and TCE administrators felt that the art of teaching should be learned by doing it, and not by just memorizing it.

By RCE and TCE administrators agreed that training colleges should have some courses in vocational subjects such as agriculture, carpentry, art, or craft. However, many felt that there was scarcely any balance between "general, specialized, and professional training" of teachers; some far exceeded the other.

All "agreed" or "strongly agreed" that there should be continuous evaluation of the curriculum. About 84.2% of the RCE administrators and 50% of the TCE administrators felt that internal assessments were more reliable than external. The other 50% of the TCE administrators remained undecided.

Surprisingly enough, in another response category, 100% of the TCE administrators felt that internal assessments were biased and not reliable at all. About 15% of the RCE administrators also agreed with this statement. Evidently, there were considerable uncertainties and doubts about the validity and reliability of internal assessments. Many questioned the honesty and integrity of the faculty members in conducting a proper internal assessment.

About 61% of the RCE administrators and 100% of the TCE administrators "agreed" or "strongly agreed" that it took much money, equipment, and facilities to start an innovative teacher training program, although 38% of the RCE administrators "disagreed" or "strongly disagreed" with this statement. All the administrators, however, felt that the added cost should not be primary reason to stop an experimental program, as was recommended by the commission in 1968.

Even if many schools and colleges do not have any specific religious and moral instruction program, a great majority of all the administrators still felt that character building was the primary aim of secondary education. Perhaps, such training should be at the elementary and secondary levels rather than the college level.

Most administrators (92% RCE and 87.5% TCE) thought that there should be more evening and part-time teacher training facilities to overcome the shortage of trained teachers in secondary schools.

All the RCE administrators preferred the idea of framing their own curriculum to train their students, and all the TCE administrators either disagreed or were undecided about this unrestricted freedom in curriculum making.

In general, both RCE and TCE administrators had identical progressive ideas about education. All of them were concerned about the improvement of teacher training. A great majority of them preferred an extended period of training to replace the existing one-year diploma in teaching. Many felt that they were not yet ready to replace the external assessment with internal assessment. The administrators were unanimous in their opinion that the selection and recruitment of teachers should be more strict in order to get top quality applicants. The existing selection pattern should be modified.

Table 155 indicates the necessary changes the administrators feel necessary to be introduced in the training colleges.

Only 7.7% of the RCE administrators felt that their should be more liberal arts courses in their curriculum. But 50% of TCE administrators held this opinion. Almost 77% of RCE administrators (25% TCE) have recommended less emphasis on theory while about 54% stressed more emphasis on professional subjects. Only 37.5% of the TCE administrators concurred with this opinion.

Over 69% of the RCE administrators favored more emphasis on educational research as compared with a mere 25% of the TCE administrators. About 100% of the RCE administrators and 37% TCE administration recommended "an extended period of practice teaching", whereas 62.5% of the TCE administrators opposed it.

Even though the TCE administrators favored increasing vocational guidance, in reverse, they all opposed introducing more vocational subjects into the curriculum (see Table 156). However, 77% of the RCE administrators strongly advocated vocational subjects in their curriculum.

Interestingly enough, 87.5% of the TCE administrators would like to see less emphasis placed on external examinations and 75% wanted increased emphasis on internal assessments. Only 61.6% and 69.3% of the RCE administrators favored such changes in external and internal assessments inspite of the fact that they were already practicing it in their colleges, this should be viewed with great concern.

All favored the idea of an in-service training program and all the administrators would like to see it increased. More educators, evidently, were visualizing the need for upgrading the professional knowledge of the faculty and administrators periodically. They also wanted increased school participation in community activities, and increased vocational guidance in the schools and the colleges.

All the RCE and the TCE administrators categorically stated that they would take up teaching should they be given a chance to start all over again. Such commitment to their profession was commendable and all the administrators seem to be contented with the type of job that they were now doing.

TABLE 155

THE CHANGES THAT THE ADMINISTRATORS FEEL SHOULD BE INTRODUCED
IN THE PRESENT TEACHER TRAINING PROGRAM

Areas of Change	Yes		No	
	RCE	TCE	RCE	TCE
Introduce more liberal arts courses	1 (7.7)	4 (50.0)	12 (92.3)	4 (50.0)
Place less emphasis on theory	10 (77.0)	2 (25.0)	3 (23.0)	6 (75.0)
Place more emphasis on professional subjects	7 (53.9)	3 (37.5)	6 (46.1)	5 (62.5)
Place more emphasis on educational research	9 (69.3)	2 (25.0)	4 (30.7)	6 (75.0)
The length of practice teaching should be extended	13 (100.0)	3 (37.5)	-	5 (62.5)
Introduce more field trips	2 (15.4)	4 (50.0)	11 (84.6)	4 (50.0)
Introduce more vocational subjects in the curriculum	10 (77.0)	-	3 (23.0)	8 (100.0)
Increase the faculty-student interaction	6 (46.1)	7 (87.5)	7 (53.9)	1 (12.5)
Place less emphasis on external examination	8 (61.6)	7 (87.5)	5 (38.4)	1 (12.5)
Increase the internal assessment	9 (69.3)	6 (75.0)	4 (30.7)	2 (25.0)
Increase the extracurricular and co-curricular activities	4 (30.7)	5 (62.5)	9 (69.3)	3 (37.5)
Increase the in-service training programs	13 (100.0)	8 (100.0)	-	-
Increase school participation in community	9 (69.3)	5 (62.5)	4 (30.7)	3 (37.5)
Increase vocational guidance	10 (77.0)	6 (75.0)	3 (23.0)	2 (25.0)

TABLE 156

THE NUMBER OF ADMINISTRATORS WHO BELIEVE THAT THEY WOULD BECOME TEACHERS,
SHOULD THEY BE GIVEN A CHANCE TO BEGIN THEIR CAREER AGAIN

Response	RCE	TCE	Total
Yes	13 (100.0)	8 (100.0)	21 (100)
No	-	-	-

CHAPTER VI - CONCLUSIONS AND RECOMMENDATION

The events of the last decade convinced the author that the Indian educational system is moving toward the development of a model secondary school teacher-training program. This objective cannot be achieved just through goodwill and theoretical propaganda alone, but through earnest and sincere efforts of all parties concerned, and by investing sufficient money for the implementation of the modern strategies of education. The hard work of studying these proposals and undertaking the activities which will bring about the desired changes still lies ahead for the nation's training colleges and the Ministry of Education itself. It must be understood that a report is only a proposal and guide for change; only as its recommendations are implemented does it have value. The educators and politicians who read these "Conclusions and Recommendations" should, therefore, realize that the problems of the Indian educational systems were far too complex to yield to simplistic solutions.

Because of the Regional Colleges' unique relationship to the Ministry of Education of the Government of India through the National Council of Educational Research and Training (NCERT), that body must consider its obligations to India's several million secondary school children. NCERT, as it did in the past in cooperation with the Agency for International Development (AID), must help to make it possible for the Regional Colleges of Education (RCE's) to become the nation's teacher training laboratories for the creation of model training college programs. It should be an example to all the other states and even other developing countries, of how modern educational ideas could be implanted without destroying the traditional values that the countries have cherished for the past several centuries.

With its over population, illiteracy rate, unemployment, obsolete schools and schooling, at present India is exemplary only of the worst of educational settings. The Government of India (GOI) and the state governments cannot continue to tolerate such a situation. The GOI can ease the situation in two ways: (1) It can strengthen the financial positions of the training colleges, irrespective of their ownership, with respect to present budgetary arrangements, and (2) it can frame policies that would govern the training colleges and secondary schools to develop and implement more meaningful-life-centered-curricular patterns. The NCERT could serve as an advisory body to the GOI for drafting and recommending such policies and programs of national interest.

The teacher training college is not just another troubled educational institution; it is the pedagogic center of learning, the center where scholars are prepared for the world's greatest profession-teaching. Therefore, training colleges cannot be treated as just another higher educational institution. When the nation's schools and colleges are in crisis and turmoil, the teacher training colleges have the responsibility to give proper leadership through their faculty and students.

Nothing has a greater effect on the life of a child than the quality of education he receives; ensuring that all children with their similarities and differences are provided quality education is the task with the highest priority that the schools and training colleges face. The GOI, and all the state governments must fulfill this commitment to the nation's secondary school children who are the leaders of tomorrow.

Major Observations of the Study

Despite the criticisms of some poor quality education at all levels, the majority of the Indian secondary schools and training colleges do impart quality education through dedicated and creative professionals at all levels. India has more rural and suburban schools and colleges than urban. The rural schools include large concentrations of economically and socially disadvantaged children, undertrained teachers, traditional type administrators, a number of old and under-equipped school buildings, archaic teaching materials, inadequate furniture and sanitary facilities, and rigid curriculum. As a result, a large majority of students leave their schools ill-prepared to lead a satisfying, useful life or to participate constructively in the building of their community. As India's population is primarily rural, the type of education their schools offer determines the kind and quality of young people the country could count on for its reconstruction. Based on the data available, and by all known criteria, the majority of rural and suburban schools are failures. They produce drones rather than builders for the society. The training colleges in general, therefore, have an awesome task of rebuilding the secondary education program through research and development to transform it into a vehicle for self-improvement.

Like most other establishments, training colleges have no measure of the extent of which help they are giving local schools, and the schools, in turn have no measure of the help they give to students to attain educational objectives. The Regional Colleges are attempting to establish certain criteria for such measurement. The inability of a large number of high school and college graduates to change their social and economic standards and to disperse of the traditional and immobile society suggests that their educational institutions are no more successful in attaining the set objectives.

The findings of the study confirm the general impressions that the public and many professionals have about secondary school teacher training program, in general, and Regional Colleges of Education in particular. The training colleges, as a whole, are not adequate to the task of providing quality education to their students. The Regional Colleges of Education, however, are a new breed of training colleges which impart liberal education together with professional and specialized education. Their products, staff, and students have scored much higher on the rating scales used for this study, compared to both Traditional Colleges, and the University Departments of Education. The major findings of the study are as follows.

The students of the Regional Colleges of Education (RCE's) are younger in age and higher in aspirations, most of the students in Traditional Colleges of Education (TCE's) and University Departments of Education (UDE's) are older, more mature, and of limited aspirations.

The RCE students have scholastic achievements at the high school level. More first division students (rather than second and third division) than either TCE or UDE are accepted in RCE's. Better quality students are needed in all the training colleges to staff the local schools with better quality teachers.

The admission is fairly open in the TCE's and UDE's. However, RCE's require their students to take an admissions test as an entrance examination to sort out the potential failures and dropouts. It has been noticed that many of the TCE's and UDE's take large sums of money from the candidates for their admission, over and beyond the tuition they pay. Such practices (especially in private colleges) have lowered the overall standard of the institution by allowing the wealthy to cover up their lower academic standing with their money, and demoralize the teaching profession.

The RCE's have smaller classes than the TCE's or UDE's. Overcrowded classrooms hamper proper pupil-teacher relationships and individualized instruction, most needed in training colleges. The faculty appear to make very little effort to break up large groups into small groups either for discussion or for one-to-one instruction, with the exception of some of the RCE's where they experiment with a team teaching program.

The majority of RCE students were prompted to join that institution because of its reputation for experimental education programs. The reputation of the college was not a significant factor for many of the student teachers from TCE and UDE to select them for their teacher training.

Although the Regional Colleges have excellent laboratory, and library facilities, most of the traditional colleges have little or no library at all. Their laboratories are under-equipped and there is virtually no room for practical experimentation and research.

Most Traditional Colleges and University Departments of Education have no demonstration schools attached to them. They have very limited dormitory (hostel) accommodations, with limited facilities for the students to sit, study, and play. The RCE's are well located, away from the noise and confusion of the city, with sufficient room for expansion. It has been observed that their facilities, equipment, and the physical plant itself are superior to almost all the other training colleges in the country. The exceptions, however, are not ruled out, and they do remain as exceptions.

The curriculum of TCE's and UDE's have not been specially developed for or adopted to the student needs. There is much mediocrity in the content and methods of instruction. The RCE's, however, are turned to the basic vocational needs of the country, and their curriculum is more of a scholastic nature with ample provision for liberal, specialized, and professional preparatics.

The dropout rate is at an all-time low in all the training colleges. This is more true in TCE's and UDE's than RCE's. The RCE's have a 10% dropout rate due to the annual external examinations. To maintain a high standard of academic excellence, some of the RCE's do not allow the students who failed in the examination with a very low grade to continue, their education. Some RCE's do suspend the stipends for the students who fail in the external examination. This has made some students more conscious of their studies, but in others a left-out feeling, creating different complexes. Cutting stipends is, in fact, penalizing the parents rather than the students.

The Regional Colleges do provide ample opportunities to their students for informal conferences with the faculty. Students are reluctant, in traditional colleges, to go to their professors with doubts or opinions thinking that it may affect their final grades. It is essential to establish a harmonious relationship between faculty and students to create a proper learning atmosphere.

The training colleges, as a whole have a sufficient number of faculty and staff to teach classes and to supervise their work. However, the study revealed that some of the RCE's have overstaffed departments, while many other departments, are understaffed. Such an uneven distribution of faculty and staff within the same college may adversely affect the quality of training being imparted by different departments of the same college.

The curriculum of the RCE's is more practical than theoretical. Subjects, such as agriculture, technology, and commerce have great practical value to the students. However, from a professional standpoint, as teachers of these subjects, the graduates have great difficulty to find employment in the local schools for they do not offer any of these vocational subjects as a part of their regular curriculum.

The evaluation methods used in TCE's and UDE's are very traditional and outdated. Very little emphasis is given for the internal assessments when compared to the external. On the contrary, RCE's have 50% external and 50% internal assessments in each subject they offer. Such a balanced evaluation pattern is healthy and sound.

The teaching methods and techniques used in training colleges are quite satisfactory. Most students and teachers of RCE's seem to be satisfied with their instructional program.

The extent of time provided for student teaching is quite adequate insofar as the RCE programs are concerned. The facilities of the Demonstration Schools are available to them for the entire four years of their stay in RCE's. The actual student-teaching, however, is done in the fourth year, and usually it is done in the student's own state, where the medium of instruction is their mother-tongue. This arrangement takes the student away from the campus for one full quarter; however, he is directly under the supervision of a faculty member from the college at all times.

Traditional Colleges have a limited requirement of "30 practice teaching lessons" during the training period. Both faculty and students seem to think that this is inadequate and insufficient because most students scarcely finish the so-called minimum requirements. More over, teaching is a profession which involves varying activities other than classroom instruction. Every student teacher should be exposed to the administrative tasks, evaluation, discipline problems, pupil-teacher conferences and other related activities of the classroom. Even those traditional colleges which have a laboratory school attached to them provides scant professional experiences to their students.

The local schools are cooperating very well with the training colleges to provide practical experiences to the student teachers. However, with the amount of work the teachers and administrators have, they are providing lip-service only to their trainees.

The RCE's maintain proper balance between theory and practice. Their Demonstration Schools are model secondary schools which provide every opportunity to the trainees to function as responsible teachers. They can experiment with the theoretical knowledge they have gained to understand its practical implications relevant to classroom instruction. The curriculum is flexible enough to entertain any innovative idea that may develop unexpectedly.

The Regional College curriculum is work-centered. Unlike UDE's and TCE's, the RCE curriculum includes several vocational and technical subjects, such as agriculture, technology and commerce. The students are prepared to teach these subjects in high schools and polytechnique institutes. None of the TCE's or UDE's offers a wide variety of vocational subjects to their students. Such bookish training has very little value unless properly applied under real classroom situations.

Although research and development had been the major thrust of RCE's when they were designed, very few of the experimental programs have been conducted or new methods and techniques of instruction instituted. Many of the faculty and administrators keep away from the research concept by saying "it just isn't possible in Indian education due to various reasons." Their reasons include, lack of funds, lack of time, inadequate support or encouragement from supervisors, limited interdisciplinary cooperation, and inadequate facilities to conduct research studies. Thus one of the primary purposes of RCE's has not been achieved so far.

There is a considerable amount of "jealousy" and "back-biting" among the Regional College faculty members. Each department thinks that they are the most important one in the college and others should be sub-serviant to them. Therefore, there is little cooperation between the departments, limiting the success of the RCE's considerably. Many departmental chairmen expressed their concern about this grave problem.

The faculty morale has been considerably affected by the rumors of the possibility that the RCE's will be closed. These rumors have led to a feeling of insecurity among the employees of the colleges since neither NCERT or the Ministry of Education of GOI have taken any positive steps to assure the faculty and staff of their continued employment.

The professional commitment of the students, faculty, and administration of RCE's is commendable. None of them have stated their preference for other professions, should they be allowed to start their career the second time. A large number of TCE and UDE students have felt that they turned to teaching simply because no other immediate plans materialized. They are of the opinion that the intelligent and more competent personnel go for professions other than teaching.

Teachers do not command the respect of the public previously afforded them in the past few decades. The primary reasons for such a decline in social prestige include the low salary that they command, difficulty in finding a teaching position upon graduation, strikes and walk-outs by the teachers, lower admission standards of the training colleges, and the traditional curriculum still used in many training colleges. The number of trained teachers still waiting to be placed in local schools is too high. Many of the private schools take one year's salary from each potential employee for expanding the school buildings and facilities before they are placed as teachers. The problem is more acute in some states as Kerala and West Bengal, where literacy rates are the highest in the nation, and supply of trained personnel is far more than the demand.

The students who graduated from the Regional Colleges experience great difficulty in securing teaching positions. The prime reason for this is that most potential employers know very little about the four-year teacher preparation program of the Regional Colleges; another factor is the discontinuation by the Government of vocational-technical programs introduced in multipurpose schools. The polytechnique institutes have raised their requirements for teachers in their institutions necessitating usually that the potential teacher has a Bachelor of Engineering degree (B.E.) instead of a Bachelor of Technology in Education (B.Tech.Ed.) as provided by the RCE's. Thus, the unemployment rate is higher among RCE graduates than either TCE or UDE graduates. Nevertheless, those schools who accepted the RCE graduates were very well satisfied with their performance as teachers and technical instructors.

The Guidance and Counseling Services given at RCE's is far from satisfactory. The students are given very little job information and are given practically no help in selecting the type of courses or programs they prefer. There is a tremendous need for increased counseling services in the dormitories since many students are separated from their parents and family members for the first time in their lives and need someone to listen to their problems. Many of the wardens and prefects appeared to be strict disciplinarians rather than educators willing to help and assist the students.

The training colleges as a whole have good teachers. Although the number of faculty members who hold doctoral degrees is small, a great many of them are well educated and devoted to their profession. Perhaps due to the length of teaching experience they had or the types of educational institutions they have attended, many of them are not very susceptible to change. The Regional Colleges are trying to involve themselves in research and experimentation which is focused toward change. There are many young talents yet to be used to bring about change and improvement in education, but are hampered by tradition-bound didactics in their colleges.

The training colleges, as a whole, are not providing adequate encouragement to their faculty to regularly update their professional knowledge. The Regional Colleges did initiate several in-service training programs for local teachers of various subjects. They also sent some of their faculty members for advanced training in the United States under a joint agreement with AID and GOI. With this exception, there were no in-service training programs for the faculty members to increase their professional competency and to update their professional knowledge.

In spite of the great commitment for teaching, only a very small percentage of the RCE students want to enter into secondary school teaching, immediately after their graduation. Almost all prefer to go for higher studies, possibly to the United States or England, and become college teachers. In a sense, this defeats the very purpose of the Regional Colleges. Interestingly enough, a sizeable number wants to enter in professions other than teaching upon their graduation from RCE's. They are the students who would not choose teaching, should they be given a second chance to start all over again.

India is no longer in short supply of science teachers, as was the situation a decade or two ago. The majority of students in RCE's and a high proportion from TCE's and UDE's are science or mathematic majors. Many states now have a surplus of science teachers and find themselves unable to find teaching positions for all of them.

Unlike the post-independence days, Indian schools are staffed with competent, young teachers with enough vigor and enthusiasm to undertake any rugged tasks assigned to them. Many of them are fresh from the training colleges, with modern theories and principles of teaching and

learning still uppermost in their minds. They are an asset to the secondary schools, provided proper freedom and opportunity are given to experiment with their new knowledge in teaching.

Teachers often teach subjects other than their speciality. This situation is created by poor planning at the local and national levels at the recruitment and placement of teachers, resulting in a surplus of special subject teachers in one area and no trained personnel in the same subject in another area. Provincialism and linguistic barriers do stand in the way of redistributing subject-teachers at a national level.

Most classrooms are overcrowded with 40 or more students in each class. Only a few schools are equipped to handle that many students in each class, and they are usually private or parochial schools. Central High Schools, supposedly the model schools of the nation, are in a very poor condition; the enrollment is so high that there is a great scarcity of benches and desks to seat the children. Many of their classrooms have no seats at all, causing the students to sit on the plain, uncemented, and dusty floors. Their libraries and laboratories are under-equipped with very poor light and ventilation where students sit and study.

Most teachers feel that their training was sufficient to prepare them for a successful teaching career. The RCE graduates seemed to be better prepared to handle the teaching, administration, and supervision of the classroom than their counterparts from TCE or UDE as they expressed willingness to undertake positions. They all have experienced superior instruction in most of the courses they took at the training college. But, only a little over one-half of the teachers think that there is any balance between theory and practice in the training college curriculum. The RCE graduates think that their training "overemphasized practice," and both UDE and TCE graduates feel that theirs "over-emphasized theory" with very little chance for application.

There is scarcely any provision for moral and religious instructions in training colleges, with a few exceptions in TCE's. Character development through religious teachings seem to be archaic to both RCE and UDE personnel.

Those teachers trained in RCE's appear more professionally motivated in that they take active part in professional meetings and writings. Some do conduct action research in their respective schools. Many have become involved in different community activities such as adult education, literacy campaigns, and social services of one form or another.

Teachers from RCE's welcome change more readily than their counterparts from UDE's and TCE's. They insist on revision the present secondary school curriculum and introducing a modern approach to teaching. Many of them want to conduct research to find innovative ideas to revolutionize the secondary educational system. In fact, they all want to replace the traditional teacher-dominated classroom with a student-dominated one.

There is discontent among educators, in general, about the salary schedule of secondary school teachers. Among all the professional people in India, with identical educational qualifications, teachers are the lowest paid in every state of the union. This, perhaps, is true in other countries as well. However, discrepancy in salary between one state and another, sometimes between two regions of the same state, is unjustifiable. In many cases, the basic salary is very low and the allowances enhance the monthly pay-check. Nevertheless, there is little uniformity in the basic salary of teachers who do identical duties in schools throughout the country. The Central Government can encourage the school boards to bring about such a uniform pay scale for teachers, although education is a state subject.

The number of in-service training programs conducted during the past decade was remarkably high. However, when we examine the percentage of secondary school teachers who were able to attend such training programs, or the limited number for whom such training was available, it will be quite clear that there is still a tremendous need for more and more in-service training programs for teachers of all subjects. RCE's did initiate several summer seminars and subject-teacher conferences in various parts of India. But, their efforts will be insignificant unless more of such programs are initiated by a joint effort of all the training colleges with governmental support. At present in-service training programs fall far short of the existing need for updating the professional knowledge of teachers.

Over one-half of the UDE and TCE faculty members are untrained. If teachers are born and not made, then there is no need for training. Their very training needs proclaim that they are not born with the teaching skills. It is inconceivable to have an untrained person venturing to train teachers through the training colleges. Almost all the RCE faculty members possess a diploma in teaching either at the bachelors' or at the masters' level, together with a degree in the subject of specialization.

Just as the secondary schools, the training colleges as a whole have young faculty members who are receptive to change processes. They are dedicated to their profession and want to improvise modern training methods for their students. Many of the RCE faculty members have developed their own instructional methods and experimented with them very successfully. Unfortunately, the younger faculty members are faced with a so-called "generation gap" when they attempt to introduce some of their innovative ideas in cooperation with the more experienced faculty members. It is a sad fact that many of the veteran educators are not yet very receptive to change, and very often they discourage and ridicule those who conduct research and introduce new ideas in education.

Both high school and college teachers in India have very heavy teaching loads and other classroom responsibilities. They are responsible for completion of the prescribed curriculum before the external

examination commences each year. Therefore, very few of them manage to do any substantial research that would contribute to the field of education. The burden is more on TCE and UDE faculty members because of the overemphasis the schools place on external examinations. However, many faculty members seemed to be very interested, and some deeply involved, in educational research. In spite of the great research emphasis placed on RCE's, it is UDE's who are more involved in research and development activities.

Almost all the faculty members are involved in some social service outside of their schools. Their leadership in the community helps to alleviate crime on the streets, caste discrimination, and to promote functional literacy. Such dedicated services are praiseworthy. Both UDE and TCE faculty, students, and administration are more committed to such social services than their counterparts in RCE's.

College-Community cooperation is at an all time high in India. Several of the training colleges have a Board of Directors, consisting of outstanding members of the community and government. The community shares the school football stadium, auditorium, and other college facilities; students and faculty are deeply involved in any of the local functions of importance and they make use of the local clubs and libraries for their educational purposes. In fact, many of the colleges and schools were built with the large and small contributions made by local people, either as land or as cash donations.

Very few of the educational institutions have a systematic evaluation process to measure the effectiveness of their faculty members. Some have an annual evaluation by the principal of the school. But many have no faculty evaluation at all. Because of this and other reasons, pay increases are not based on the persons merit, but experience in years. Seniority in Indian schools and colleges, as in other offices or concerns, plays a bigger part for promotions and increments than the scholastic achievements of the individual.

There is a common feeling that teacher training should be for a more extended period of time than just eight months of the year. However, both the teachers and administrators do not feel that it should be for four years. One-year B.T. is providing only lip-service to the professional training of teachers, and a four-year program is looked upon as "exaggerated teacher training" which is unnecessary and unrealistic. Nevertheless, the trend is more in favor of a four-year teacher training program than a one-year program.

The majority of Indian educators still feel that teacher training institutions should be centers for experimentation and application and not for research as such. They denounce the RCE program primarily because of its research emphasis, and secondarily, because the cost factor. The value of research, however, has been widely felt among Indian educators and many would like to see the needed research conducted at specially designed research centers and not in training colleges.

RCE's, in general, are in good administrative hands. Their administrative heads are well-trained in their administrative roles. They are very receptive to change in educational enterprises and willing to accept major challenge to incorporate needed change. They have great faith in the Indian educational system and are committed to the improvement of the secondary school teacher preparation program in India. Almost all of them are renowned scholars and have contributed substantially to their profession through publications and research. In spite of the vehement criticisms and oppositions raised by their colleagues from UDE and TCE, most RCE administrators seem to have faith in what they are doing and are fully determined to go forward with the plans to achieve their goals.

In a definite break from the Indian tradition, many of the training colleges now have student and faculty representation on the policy-making body of the institution. Such representation has enhanced increased student-faculty-administration cooperation, and active participation of students, both in the academic and nonacademic matters.

Both, selection of students and recruitment of teachers, are done in a haphazard way throughout the country. The standards for admission to the teacher training colleges are very liberal. Consequently, more and more people turn to teaching as a last resort. Through the one-year Bachelor of Teaching program there is increased possibility for the rejects from other areas such as Arts and Sciences to go into the field of teaching. At present there are no intelligence or aptitude tests to recruit people into teaching.

Educators, as a whole, feel that the added cost of a new program, like that of RCE's, should not be the criterion to discontinue the program. The success or failure, based on a product-process evaluation, is a more reliable criterion to determine its future operations.

There is an increasing demand for both part-time and correspondence courses in India. This is more true in education than any other areas because of the large number of untrained teachers engaged in full-time teaching. Programs such as the "Summer-Cum-Correspondence Course" introduced by RCE's, therefore, have great demand among teachers all over the country.

Recommendations

Based upon the findings of the study, several recommendations could be made. Some may have immediate effect on the secondary school teacher preparation program, and others may have long-range effects on the secondary school program in India. It has been observed that in almost every instance, there is a sizeable number of teachers and instructional leaders who were as effective and as well-informed as a teacher could be. They appeared unexpectedly, frequently without recognition on the part of the administrators all over the country. It is

recommended that proper recognition should be given to such talented teachers through gifts, grants, and other awards of great esteem.

Almost all the Regional Colleges have effective leadership. It has been noticed, however, that the RCE's do not make use of effective leadership readily available from their own faculty members. The administrative setup of the colleges is so bound by hierarchical customs that the more advanced and subtle aspects of instruction are less recognized than the ability to please the hierarchical heads. It is, therefore, recommended that RCE's should have a faculty evaluation committee to advise and assist the administration on matters such as promotion, retention and tenure. It should be their recommendation that NCERT should use its basis for the administrative actions of any nature. At present, the teachers are not in adequate contact with either the leadership in the NCERT office or with teachers in their own colleges.

Curriculum and Instruction

In both the training colleges and secondary schools subject-matter offerings are narrowly conceived, possibly in the interest of doing a few things well, the schools and colleges too often have stripped the subjects to their most formal and least meaningful aspects, and have overlooked or, in some cases subverted the subjects that might have given meaning to what is offered. It is, therefore, recommended that a complete overhauling of the training college and high school curriculum be undertaken and both staff and students be drawn into the curriculum redevelopment effort.

Responsibility for the quality of the curriculum must be placed on individual colleges and to a certain extent with the individual faculty member and the principal, who are then provided with the specialized support services which enable them to fulfill this role. Policies which require uniformity of schedule, materials, grouping and testing, should be replaced by policies locally developed, subject to review and revision, but not controlled in detail by the university or the state board of education. It is, therefore, recommended that a Curriculum Committee be set up at the local level instead of the state or university level to frame the curriculum, and to evaluate and revise it periodically.

Instructional teams should be organized with faculty leaders who are provided the time to work with secondary school teachers and college faculty members in improving instruction. Competent faculty members can thus be promoted to leadership assignments which will not take them out of the classroom but will put them in contact with a greater number of learners and teachers and provide greater professional and monetary rewards. It is, therefore, recommended that there be a major shift in staff utilization to strengthen classroom instruction at all levels. The training colleges should have the specialized personnel, services,

time, and resources to initiate continued upgrading. The local schools should seek assistance from neighboring colleges and universities, professional organizations, and governmental agencies.

Instructional Staff

It is recommended that the secondary school teachers should be ranked and merit pay should be established. At the lowest level would be the "resident teacher", the inexperienced beginner serving, in effect, a probationary period of three to five years before becoming eligible for "staff teacher" status. After "staff teacher", roughly comparable to university assistant professors, would come "senior teachers", the equivalent of "Readers" in the Indian universities, to become a "senior teacher". A staff teacher would have to demonstrate that level of personal and professional maturity which would be attested to by peers in the teaching profession, by supervisors and parents. Senior teachers should be on the same salary scale as assistant headmasters. A still higher step would be the "master teacher", equivalent to "full professor" in universities. This rank is reserved for truly distinguished, imaginative and consistently effective teachers, who not only have shown the ability to help other teachers, but have demonstrated that their pupils are stimulated to learn, maintain the highest standards and achieve up to and beyond general expectations. The "master teacher" should be on the salary scale of a headmaster. The final rank should be that of "distinguished teacher", a small group of national standing whose pay would be at the District Education Officers' level. The most desirable characteristic about this ranking plan is that it would make it possible to promote outstanding teachers without promoting them out of teaching.

The Indian secondary schools are faced with a number of serious interrelated personnel problems. Foremost among these is the shortage of qualified teachers. In spite of the mushroom growth of training colleges, over 50% of secondary school teachers are untrained. These include teachers who did not complete their work for the bachelors degree, but have been teaching at the secondary level for the last several years. There is widespread discontentment among parents, students, and educators about the lack of trained personnel. It is, therefore, recommended that Staff Development Centers be organized which would place responsibility for continuous selection, professional preparation and gradual induction jointly on training colleges, universities and the local schools. Such centers would provide for advancement and differentiated functions within the staff and teaching corps. It could design and widen experiences for a large group of potential professionals, administer specialized training for teachers, team leaders, supervisors, and administrators.

It is recommended that an aptitude test or inventory be developed, as soon as possible, for the selection and recruitment of teachers.

Every student teacher should receive the test and his scores should be the criterion for his entrance into the teacher training program. The test should be standardized locally so that it will be relevant to the clientele it involves. And it should be used as an entrance requirement to eliminate the "uncommitted job-seekers". However, there should also be criteria other than the test results for the selection and recruitment of teachers.

Administrative Organization of the Regional Colleges

The Regional colleges are under the direct supervision and control of the NCERT, which is an extended arm of the Ministry of Education of GOI. Although each college has a principal and a local Board of Directors, it is the NCERT in consultation with the Ministry of Education of GOI which frames the policies for all four RCE's. For the efficient operation of RCE's, therefore, the parent organization, NCERT, needs restructuring and reorganization. It is recommended that the NCERT be reorganized into three major divisions: (1) Planning and Research; (2) Personnel Services; and (3) Administrative Services. The Division of Planning and Research should undertake program development, innovative, research, experimentation and long-range planning for all four Regional Colleges, and institutions that are engaged in extension service activities. Four departments should comprise this division: Program Planning and Development; Research and Evaluation; Budget and Legislation; and Long-Range Planning and Innovation.

The Division of Personnel Services should coordinate the personnel activities, academic and nonacademic, involving faculty, administrators, researchers, secretarial, and other employees of the college. The Division of Administrative Services should be responsible for coordinating the central and regional administration of the colleges, buildings and grounds, appointments, retention and tenure.

Program Offerings

The study has revealed that there is proper coordination and balance between theory and practice in the RCE curriculum. It is not true that the "subject matter section and the professional section of the program remain separate rather than integrate" insofar as the four-year program is concerned. From all the available evidence the four-year program provides for professional, liberal and specialized education, with adequate emphasis on practical application. The products of the Regional Colleges who are already employed proved to be able teachers, with great commitment and dedication to their profession, and very knowledgeable in their special subject. Many of them have initiated action research, and conducted experimental programs in their respective schools. Their early commitment to teaching did not seem to bother them or disappoint them insofar as their future plans are concerned. There is no doubt that the four-year students of RCE are better

prepared than the one-year students of either UDE or TCE; their performance record and the opinions received from their immediate supervisors vouched for this fact. It is, therefore, recommended that the four-year program be continued for at least five more years on an experimental basis, and at the end of the five-year period a systematic product evaluation be conducted, and on the basis of its findings, a decision be made concerning the destiny of these innovative programs.

It is a fact that the Regional Colleges have better quality students and instructional facilities than either UDE's or TCE's. Some university departments of education have exceptionally good teaching and research facilities, but their students are not of the same high quality as that of RCE's. Because of the stipend given to the RCE students, the RCE's are in a better bargaining position to select the high quality students that they want. However, several of them are uncommitted to teaching even after spending four years in a Regional College. It is, therefore, recommended that only those students who proved to be in the upper 5% of the class be given scholarships, and others should receive a tuition-free education. It is further recommended that a tuition fee should be changed to those students who neglect their studies and fail in the examinations. Entrance requirements should be made more stringent in all training colleges and a uniform standard of admission should be enforced.

It is true that the RCE programs are moderately expensive. There are no experimental programs that could be operated as inexpensively as that of any nonexperimental traditional programs. Perhaps the country could not afford to spend enough for a quality teacher training program. If that is the case, the Indian teacher training program as a whole should be stopped for a few years instead of providing a mediocre training to the secondary school teachers since there are many thousands of trained teachers without a teaching position at the present. This entails long-range planning. It is, therefore, recommended that the Division of Planning and Research of NCERT should survey the teacher needs of the country for the next five or ten years, and candidates should be carefully recruited and trained in various subjects, just within the projected number for each year.

It is the technology, agriculture, and three-year craft program that suffered most in the Indian job market. The multipurpose schools have been discontinued throughout the country. Both polytechnic and agriculture colleges require personnel with a masters' degree in their area of teaching. There are hundreds of such qualified engineers and agriculturists searching for jobs in India and many even outside the country. Under these circumstances no potential employer wants to employ a graduate of RCE with a B. Tech. Ed. or B. Agr. Ed. degree as a teacher in polytechnique or agricultural colleges. The diploma program in Crafts is not adequate to meet the state-wide requirements for high school craft teachers. It is, therefore, recommended that both technology and agriculture programs be discontinued in RCE's and transfer their machinery and equipment either to the State Engineering or Agriculture Colleges where they could be used more effectively, or to the State Engineering and Agriculture Departments where they could be used for other purposes

at a later date. At the same time, the craft diploma program should be developed into a full-fledged degree program to train people in Arts, Crafts, and Cottage Industries. The Commerce program should be continued for at least a few more years to discover its job potential and public interest. A systematic assessment of this program should be done at a later date.

During the past few years there is a growing interest among Indian educators to upgrade their professional knowledge. This should be fulfilled through carefully planned in-service training programs, and subject seminars. With the aid of the National Science Foundation grants, and special funds made available by the NCERT, several such seminars and training programs were held throughout the country. The Regional Colleges themselves have initiated a limited number of such programs for the public school teachers. But to meet the increasing demand for such quality training programs, RCE's should play a more active role. It is, therefore, recommended that the Regional Colleges should concentrate more on the in-service training programs in all subjects and they should be held throughout the school year on a continuous basis for both high school and college teachers for periods ranging from two weeks to one year. NCERT should make provisions to reimburse the in-service trainees while they undergo the training off-campus.

The concept of training 500 teachers every year through the four RCE's is very unrealistic. No quality program can be judged on the basis of the sheer number of candidates it graduates every year. The existing facilities may be adequate enough to enroll 500 students including freshmen, sophomore, junior, and senior classes. It is, therefore, recommended that the idea of training a specific number of graduates each year should be dropped. And instead, RCE's should concentrate on a quality teacher education for a limited number of students and conduct advanced research and experimentation in teacher education through the facilities and equipment available on their campuses.

The graduate and post-graduate degree programs have not been properly introduced in any one of the four Regional Colleges. Only RCE, Bhopal has attempted a graduate program to date, although RCE Mysore has made some headway in introducing a graduate program. It may be necessary to wait for a few more years and further develop the library and other facilities before launching a solid graduate program. It is, therefore, recommended that the Regional Colleges confine themselves to good undergraduate programs until such time that they are ready to offer an innovative graduate teacher education program which would surpass all other existing programs in the country both in quality and caliber.

There is a great need for good instructional materials in Indian secondary schools. The RCE's and some of the traditional colleges have developed curriculum guides in various subjects to be used in secondary schools. However, the number and variety of such instructional materials are so limited that only schools with adequate

financial background could afford them. Over 95% of the Indian schools could not qualify for these aids. It is, therefore, recommended that the Regional Colleges should take measures to design, develop, and popularize inexpensive teaching aids, curriculum materials, and other instructional devices. The Planning and Research Division of NCERT should give the necessary leadership in initiating and coordinating such endeavors of the RCE's.

It is recommended that the Research Section of the NCERT should develop strategies and techniques for evaluation and experimentation directly aimed toward improving teacher training programs in India. The Division should plan joint programs with institutions of higher learning for training research personnel and for designing techniques and procedures appropriate to the study and testing of programs. The purpose of this activity is to enhance the sort of data which will enable the Ministry of Education and the educators throughout the country to make better decisions for future planning.

The guidance and counseling services of the Regional Colleges are inadequate and improper. Vocational counseling available to those students who find themselves misfits in teaching is nonexistent. It is, therefore, recommended that the RCE's should provide guidance workers to assist the students in planning their programs while in college and pupil personnel services specially tailored to fit the Indian population. As a unit, the department of pupil personnel services cannot be charged with designing an overall plan for services to handle the special guidance problems and counseling needs of the Indian school children. Such special services should be rendered through local hospitals and government mental health centers which they have proper facilities and trained personnel.

It has been hoped that the RCE's would function as "regional clearinghouses" in education for their respective regions. It was also projected that RCE's would identify problems in teacher education and investigate methods and materials to solve these problems. Because of the patronizing attitude of some of the local universities and colleges, who otherwise would have been helping RCE's to find solutions, they have been able to accomplish very little in this regard. It is, therefore, recommended that NCERT should set up a special committee to explore the ways and means to bring about a healthy relationship between RCE's and the other teacher training institutions in order that the former may function as regional clearinghouses and start identifying the educational problems of their particular regions more effectively according to the original plans.

Unemployment among the RCE graduates is more acute than among TCE or UDE graduates. This is primarily because potential employers know very little about the Regional College programs. Several of the school principals and private school owners expressed their interest in employing one or two RCE graduates in their schools on an experimental basis to assess their teaching abilities in comparison with their existing

teachers who were trained under the conventional system. It is, therefore, recommended that the RCE's should develop a more effective and a more far-reaching public relations program and teacher placement service than those now in existence.

The RCE faculty members who were given the six-month training in the United States are better informed and more highly motivated in their profession. Several of them returned with modern methods of teaching and instruction to be used in their respective schools. Some of them had done experimental team-teaching and large-group instruction while others had conducted action research and individualized instruction. However, they received slight encouragement from their colleagues and sometimes even from their department chairman and other immediate supervisors. Such treatment discouraged and disappointed the young scholars and many were forced to give up their venture. Many of their peers view those "American-return" educators as prograssive enthusiasts and classify them as "dangerous revolutionaries" in the Indian educational system. Very few of these trainees got promotions or merit increments by way of encouragement, although they made tremendous contributions to the teaching profession. It is, therefore, recommended that the participant training program in the U.S. under the AID plan should be totally stopped and that funds should be utilized to provide special training to all the RCE faculty members under the direct supervision and control of NCERT or the National Institute of Education (NIE) every year. Such training should be functional and well related the current problems in teacher education.

The secondary school teachers throughout India expressed interest in undergoing teacher training on a part-time basis. However, due to the distance factor and transportation problem it is almost impossible for them to attend evening classes as teachers often do in American schools. The summer Cum-Correspondence program is quite ideal for the untrained Indian teachers to obtain their training without being absent from their work at anytime. It is, therefore, recommended that the Summer Cum-Correspondence program of RCE's should be expanded, in order that more untrained teachers throughout the country may get a chance to complete their teacher training while they are in-service and thus the percentage of untrained teachers could be considerably reduced within the next few years. However, care should be taken not to sacrifice the quality of teacher training that they get through Summer-Cum-Correspondence courses.

Above all else, finance is the life-breath of every enterprise. The funds ear-marked for the operation and maintenance of Regional Colleges is very small. The aid given through the Agency for International Development has terminated. The Government of India views the RCE's with a skeptical eye due to the mounting criticisms that it receives from other training colleges and universities through out the country. It is, therefore, recommended that the Office of Education, through its Bureau of International Studies or other similar agencies, should

request the U.S. Government to release its rupee balance in India to conduct training and research in teacher education through the Regional Colleges of Education. Such money should be furnished without limitations to its use to be utilized in the most effective way.

There were mixed feelings about the American consultants who were sent to India under the AID program to help develop the RCE programs. Indian educators, as a whole, felt that they did not receive maximum service from the consultants. There were instances where U.S. consultants were over-sensitive to the minor problems they faced in the field and there were occasions when professors and students of RCE mistreated the consultants for their lack of understanding of the Indian way of living or other simple reasons. Generally speaking, both consultants and the Indian educators with whom they worked, acted with little restraint. It is, therefore, recommended that no U.S. consultants be sent to India to assist in developing new programs unless their duties are detailed and agreed upon by all parties involved and the safety and security of the U.S. personnel involved are fully guaranteed by the Government of India. It is further recommended that the consultants should be selected more carefully in order that they may be true ambassadors of the country they represent and not just white-collar bosses for blue-collar workers.

Instruments for the Evaluation

As was stated earlier, the instruments for this study consisted of four different questionnaires: (1) Questionnaire for student teachers; (2) Questionnaire for secondary school teachers; (3) Questionnaire for college or university faculty; and (4) Questionnaire for the administrators. Although these four instruments are different in their measurability, basically they all helped to measure just one aspect--the effectiveness of the Regional College Program in comparison with the programs at the Traditional Colleges and University Departments of Education.

There are certain items repeated more than once either in the same questionnaire in different forms or in different questionnaires in the same form. This was one way of checking the consistency of the responses. It also helped to discover how the people in different professional categories feel about a certain problem or issue or even the program as a whole. Thus, the principal investigator did not have to base his conclusions on the responses of any one group, but of all four groups of the population under study.

An attempt has been made through Fig. 8 to establish the relationship between the standard criteria and all four questionnaires mentioned above. Similar diagrams could be developed to show the direct relationship between each set of criteria for RCE and traditional institutions, and the instruments for the evaluation. But, no such detailed effort has been made in this study because all the instruments have been tested and validated before they are being used and the principal investigator thus determined and made certain of the one-to-one relationship between the criteria and instruments developed during this study.

REFERENCES

1. Homer Kempfer, "India's New National Institute of Education, "School and Society, Summer, 1962, p. 1.
2. Government of India, Ministry of Education. Education & National Development, Report of the Education Commission, 1964-66, p. 80.
3. Ministry of Education, Education and National Development, Report of the Education Commission, 1964-66. New Delhi: Government of India, Ministry of Education publication, 1966, p. 81
4. Third Five Year Plan. Government of India Planning Commission, New Delhi: Government Printing Press, 1966, p. 577.
5. Ibid. p. 585.
6. The United States International Corporation Administration (USICA) was renamed the United States Agency for International Development (USAID), on November 4, 1961.
7. India, A Reference Manual 1964 New Delhi: Ministry of Information and Broadcasting, Government of India 1964, p. 75.
8. Adopted from RCE Plan and Program, by NCERT, 1963, p. 3.
9. S. Shukla, "Education and Training of Teachers in India," The Education and Training of Teachers: The Year Book of Education. George Z. F. Bereday and Joseph A. Lauwerys, (eds.) 1963, p. 329.
10. P. N. Natsu, et al., Report of the U.S.A.I.D. participants, New Delhi, India: National Council of Educational Research and Training, 1965, p. 1.
11. NCERT, Demonstration Multipurpose Higher Secondary Schools, New Delhi: The Regional College Unit, NCERT, 1964, p. 4.
12. P. N. Natsu, op. cit., p. 1
13. NCERT, Plan and Program, New Delhi: Ministry of Education, 1964.
14. D. S. Kothari, Education and National Development: Report of the Education Commission, 1964-66, New Delhi, Ministry of Education, 1966, p. 67.
15. Review Committee, Future Development of N.C.E.R.T., New Delhi, Ministry of Education, 1968, pp. 45-47.
16. E. G. Guba, "Evaluation and the Process of Change," Notes and Working Papers Concerning the Administration of Programs, Washington, D.C.,: Government Printing Office, 1967, pp. 305-321.

REFERENCES (continued)

17. D. L. Stufflebeam, "A Depth Study of the Evaluation Requirement," Theory into Practice, Columbus: The Ohio State University, College of Education, June, 1966.
18. H. O. Merriman, "Evaluation of Planned Change at the Local Education Agency Level." Occasion Paper 67-106. Columbus, The Ohio State University College of Education.
19. Stufflebeam, *op. cit.*, pp. 30-31.
20. Merriman, *op. cit.*
21. Howard O. Merriman, "Evaluation of Planned Educational Change at the Local Education Agency Level", Occasional Paper 67-106, School of Education, The Ohio State University, Columbus, Ohio.
22. R. E. State, "Countenance of Educational Evaluation," Teachers College Record, April 1967, pp. 523-540.

APPENDIX A

QUESTIONNAIRE FOR STUDENT TEACHERS

Questionnaire for Student Teachers

I. Personal Information:

(a) Full name _____
First Middle Last

(b) Permanent address _____

(c) Place of Birth: _____
City/Village District State

(d) Age _____

(e) Sex _____ 1. Male _____ 2. Female _____

(f) Marital Status: (check one ☒)

1. Single _____ 2. Married _____ 3. Widow _____
(Widower)

II. Academic Information

(a) Nature of the training program that you are enrolled in:
(check one ☒)

1. Four-year Bachelor of Arts/Science in Education _____

2. Regular one-year Bachelor of Education _____

3. Special, Summer-Cum-Correspondence Course _____

4. Other _____ (specify) _____

(b) Highest earned degree/diploma that you possess:
(check one ✓)

1. High School _____
2. B.A./B.Sc. _____
3. M.A./M.Sc. _____
4. Other _____ (specify) _____

(c) Major Subject(s) of specialization for:

1. High School _____
Major Subject(s)

2. College _____
Major/Main

3. Teacher Training _____
Major/Main

(d) Minor Subjects Taken for:

1. High School _____

2. College _____
Minor/Subsidiary

3. Teacher Training _____
Minor/Subsidiary

(e) Please circle the class/division in which you completed your:

1. High School 1st 2nd 3rd By part system*/pass class
2. Bachelors degree 1st 2nd 3rd By part system/pass class
3. Masters 1st 2nd 3rd pass class

III. Institutional Information:

(a) Name and address of your present college/university

(b) Why did you choose to go to the particular training college that you are now enrolled in? (check more than one)

1. ____ Very easy to get admitted
2. ____ Nearness to home
3. ____ High quality staff
4. ____ Reputation of the college
5. ____ Availability of the program

* Just a few courses in each examination and completed the whole by more than one examination.

6. _____ Scholarship and loan facilities
7. _____ Belongs to my church or religion
8. _____ The Government deputed
9. _____ Less expensive tuition and living conditions
10. _____ Other (specify) _____

(c) What is the average size of all the classes in which you are enrolled in this year? (check one)

- | | |
|----------------------------|----------------------------|
| 1. _____ Less than 10 | 4. _____ Between 30 and 40 |
| 2. _____ Between 10 and 20 | 5. _____ Between 40 and 50 |
| 3. _____ Between 20 and 30 | 6. _____ More than 50 |

(d) How would you rate the staff, building and facilities, and the training program of your college? (Circle the number which best expresses your opinion)

				Below	
	Exc.	Good	Aver.	Aver.	Poor
1. The training and experience of the staff members	5	4	3	2	1
2. Willingness of the staff to assist you to solve the educational problems that you face	5	4	3	2	1
3. The teaching ability of the faculty	5	4	3	2	1
4. Freedom for classroom interaction among students and teachers	5	4	3	2	1

				Below	
	Exc.	Good	Aver.	Aver.	Poor
5. Opportunity for informal meetings with the faculty members	5	4	3	2	1
6. Faculty's willingness to help and guide students in their pursuit for learning	5	4	3	2	1

Building and Facilities:

7. Classroom spaciousness	5	4	3	2	1
8. The lighting and ventilation of classrooms	5	4	3	2	1
9. The dormitory facilities (bed, desk, lights, bathrooms, etc.)	5	4	3	2	1
10. The library facilities (books, films, charts, maps, etc.)	5	4	3	2	1
11. The laboratory facilities (science apparatus, experiment tables, chemicals, etc.)	5	4	3	2	1
12. The Science and Arts Museums for students to observe and study	5	4	3	2	1
13. The boarding (dining) facilities (dining room, food services, kitchen, meals, etc.)	5	4	3	2	1
14. The playground and physical education facilities	5	4	3	2	1
15. The College Bookstore, canteen, and other student services	5	4	3	2	1

	Exc.	Good	Aver.	Below Aver.	Poor
16. The reading room and facilities	5	4	3	2	1
17. The availability of audio-visual equipments	5	4	3	2	1
18. The mass media such as radio or television for entertainment as well as for instructional purposes	5	4	3	2	1
19. The recreation facilities	5	4	3	2	1
20. The transportation facilities	5	4	3	2	1
21. The location of the college	5	4	3	2	1
22. Elegance of the building and the grounds	5	4	3	2	1

Instructional Program

23. Practical use of the courses offered	5	4	3	2	1
24. The method and technique of instruction	5	4	3	2	1
25. The examination system	5	4	3	2	1
26. Relationship of the students with the faculty	5	4	3	2	1
27. Freedom of expression on the campus	5	4	3	2	1
28. The student assembly and other student activities	5	4	3	2	1

				Below	
	Exc.	Good	Aver.	Aver.	Poor
29. The extra-curricular activities offered	5	4	3	2	1
30. The direction, supervision and guidance given for practice teaching	5	4	3	2	1
31. The practice teaching program as a whole	5	4	3	2	1
32. Cooperation and assistance given by the local schools for student teaching	5	4	3	2	1
33. The balance between theory and practice of the training program	5	4	3	2	1
34. The Vocational Guidance and counseling program	5	4	3	2	1
35. Research orientation or research emphasis in the program	5	4	3	2	1
36. Opportunity to hear outstanding educationists through prearranged lecture series	5	4	3	2	1
37. Model observation lessons arranged	5	4	3	2	1
38. The moral and religious instruction program	5	4	3	2	1
39. The stated objectives of your training college as you understand them	5	4	3	2	1
40. The student evaluation pattern of the college	5	4	3	2	1

IV. Data on Professional Attitude, Interest and Faculty Performance

Please indicate how you feel about the following statements by checking (✓) the answer that best describes your personal feelings.

1. The training college in which I study provides me with a sound teacher training program.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

2. A large number of courses that I am taking now are very interesting to me.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

3. The provision for extra curricular activities such as sports or music enable me to break the boredom of other courses.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

4. There is very little place for extra curricular activities in a Teacher Training College.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

5. Most courses that are offered at the training college are so demanding that I hardly get time to take up many of the extra curricular activities.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

6. I joined the training college simply because no other immediate plans were materialized.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

7. If I have a second choice, I would certainly leave teaching and join with some profession other than teaching.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

8. Intelligent and highly competent people take up jobs other than teaching such as medicine or engineering.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

9. Teaching is all-day-boring to me, but I pursue it simply because I need money to support myself and my family.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

10. When I study some of the subjects offered in my college, I feel that I am forced to study a lot of things which have no practical value.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

11. I, as several of my friends do, think that the time that I am spending for teacher training could be used in a more productive way in some areas other than teaching.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

12. Teaching is a noble profession as they (teachers) prepare citizens for tomorrow.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

13. A large majority of teachers at my college lack a clear understanding of the needs and interests of their students.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

14. Majority of my professors succeed in making their subjects interesting and meaningful to me.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

15. I lost interest in my studies after realizing how hard it is to find a job upon my graduation.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

16. I think that most teachers like to exercise their authority in the classroom.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

17. I feel that my marks are a fairly accurate reflection of my ability.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

18. I feel that it is not worth the time and money that one must spend to get a teacher training, as there is no job assurance upon graduation.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

19. Some of my classes are so boring that I hardly get to learn from them.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

20. I feel at times that I am taking courses that are of little practical value to me.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

21. Many of my teachers do not know the real objectives of the courses that they are teaching.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

22. Teaching as a career is not as monotonous as some people think it is.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

23. Discipline in the modern school is not as strict as it should be.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

24. The training that I am getting in my college is adequate enough to take up a successful teaching career.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

25. The teacher should update (keep in touch with the latest knowledge constantly, even after he has completed the necessary training.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

26. One-year teacher training is not adequate enough to prepare one to become a professional teacher.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

27. Faculty of the teacher training institutions should have special training, above and beyond a masters degree, to teach prospective teachers.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

V. Data on the Training College and Its Program

Considering only this academic year (1968-1969), please indicate your preference for the following questions by checking (✓) the category corresponding to your choice.

1. During this academic year, how useful has the general guidance and individual assistance in the training college been to you on academic and professional matters?

()	()	()	()	()
Extremely		Undecided		Extremely
Useful	Useful	or Neutral	Useless	Useless

2. In terms of your interest in teaching, how appropriate has the course work in education generally been?

()	()	()	()	()
Extremely		Undecided		Extremely
Appropriate	Appropriate	or Neutral	Inappropriate	Inappropriate

3. During this academic year, what degree of freedom for self direction have you generally been given in all your courses?

()	()	()	()	()
Very		Undecided		Very
Much	Much	or Neutral	Little	Little

4. During this academic year, how would you rate the student-faculty interaction outside of the classroom (at lunchroom, playground, laboratory, library, social functions, etc.) in your training college?

()	()	()	()	()
Very Much	Much	Undecided	Little	Very Little
Interaction	Interaction	or Neutral	Interaction	Interaction

5. During this academic year, what is the number of courses in your total training program in which you have experienced superior instruction?

()	()	()	()	()
	A Large	Undecided	A Small	Nearly
Nearly All	Proportion	or Neutral	Proportion	None

6. How many of your training college teachers would you consider as outstanding* teachers?

* "Outstanding" in the sense that they have superior ability to teach creatively, to make things easier to understand, to provide new ideas in teaching, and a willingness to help the students individually.

()	()	()	()	()
Nearly All	A Large Proportion	Undecided or Neutral	A Small Proportion	Nearly None

7. During this academic year, up to what extent were the training college facilities (classrooms, recreation areas, residence halls, student activity centers, libraries, laboratories, etc.) adequate enough to provide you with a sound teacher training?

()	()	()	()	()
Very Much Adequate	Adequate	Undecided or Neutral	Inadequate	Very Much Inadequate

8. To what degree were the teaching aids and the equipment at your training college satisfactory for your obtaining a sound teacher training during this academic year?

()	()	()	()	()
Very much Satisfactory	Satisfactory	Undecided or Neutral	Unsatisfactory	Very Much Unsatisfactory

9. To what extent do you think that the training that you obtained during this academic year encouraged you to determine to accept teaching as your future career?

()	()	()	()	()
Very Much Encouraged	Encouraged	Undecided or Neutral	Little Encouraged	Very Little Encouraged

VI. Data on Future Educational and Occupational Plans

(a) Please check the one statement which best applies to your future educational plans after completing the present training:

1. _____ Immediate entry for a masters degree in education.
2. _____ Immediate entry for a masters degree in some field other than education.

3. _____ Immediate entry in secondary school teaching.

4. _____ Searching for a job other than teaching.

5. _____ Taking it easy for at least a year, at home.

6. _____ Other (please specify).

(b) Please indicate your personal interest in participating in each of the following occupational activities in the future by circling the number corresponding to your preference.

	Extr. Inter.	Inter.	Undecided or Neut	Uninter.	Extr. Uninter.
Teaching	5	4	3	2	1
Administration	5	4	3	2	1
Educational Research	5	4	3	2	1
Government Service of any kind	5	4	3	2	1
Social Work	5	4	3	2	1
Politics	5	4	3	2	1
Guidance and Counseling	5	4	3	2	1
Student Personnel Work	5	4	3	2	1
Public relations	5	4	3	2	1
Vocational Instruction	5	4	3	2	1

	Extr. Inter.	Inter.	Undecided or Neut.	Uninter.	Extr. Uninter.
Designing and Developing Teacher Aids	5	4	3	2	1
Teacher Education	5	4	3	2	1

- (c) From the above list, please write the one activity you would be most interested in doing in the future.

- (d) From the above list, please write the one activity you would be least interested in doing in the future.

VII. General

If you could begin your undergraduate program again, would you still choose to undergo teacher education as a part of your professional preparation? (check one)

 Yes No

If your answer is "No", explain briefly why you would make this decision.

APPENDIX B

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Questionnaire for Secondary School Teachers

Instruction: Please write, check or circle the appropriate columns below. Please be sure to give answers to all questions as fully as you can. You may respond in your native language if you find it more convenient.

I. Personal Information:

- a. Full name (please print) _____
(first) (middle) (last)
- b. Permanent Address _____

- c. Place of Birth _____
(city/village) (state)
- d. Age _____
- e. Sex _____
(male) (female)
- f. Marital Status: Single _____; Married _____;
Widow _____; Widower _____.

II. Academic Information:

- a. Highest Earned Degree:
- 1.) _____ Bachelors 2.) _____ Masters 3.) _____ Doctorate
- b. What was your major for the highest degree that you earned?
(if you have more than one degree, please list the majors in all)

c. Additional training or diplomas earned: (please list any in-service training or summer institutes, seminars, etc. that you attended within the last five years.)

1. _____

2. _____

3. _____

4. _____

d. At which training college did you complete your teacher training? (check the degree(s) that you have.)

_____ degree _____
(name) B.Ed . year

_____ B.T year
(address)

_____ M.Ed year

III. Vocational Information:

a. What is your present status of work? (check one)

1. _____ Assistant Teacher

2. _____ Counselor/Social Worker

3. _____ Administrator (Headmaster, Assistant Headmaster,
Principal, etc.)

4. _____ Other (please specify)

b. At what school do you work?

Name of the School: _____

Address: _____

Name of the Headmaster/Principal: _____

c. How long have you been a teacher? _____
years months

d. Is this your first school? _____yes _____no

If you answered "no", in how many schools have you taught before? _____

e. How many students at your present school? _____

f. What is the average size of the classes that you teach? _____

g. Do you teach any subject other than the ones that you were trained in? _____yes _____no

If you answered "yes", what are those subjects? (please list)

h. Please indicate by check-mark (✓) what grade levels you teach?

Seventh & Below _____ Tenth _____

Eighth _____ Eleventh _____

Ninth _____ Twelfth _____

i. Please double check (✓✓) those factors that you considered as the most important ones and single check (✓) less important ones, in deciding to teach at the present institution.

_____ 1. Nearness to home

_____ 4. Faculty and administration's reputation

_____ 2. Better pay

_____ 5. Only place I was posted

_____ 3. School's reputation

_____ 6. People and the community where the school stands

- | | |
|---|---|
| ☐ 7. Less expensive living | ☐ 11. Had no other choice |
| ☐ 8. Interest in their new programs and facilities | ☐ 12. Willingness to help develop the place and people |
| ☐ 9. Extra curricular activities offered | ☐ 13. Instructional facilities |
| ☐ 10. Facilities for experiment and research | ☐ 14. Other (please specify) |
| | _____ |
| | _____ |

IV. Information on Training and Professional Commitment :

a. When did you first consider to take up a teaching position?
(check one)

- | | |
|--|--|
| ☐ 1. Prior to high school | ☐ 5. Right after Bachelors Degree |
| ☐ 2. During high school | ☐ 6. A year or after receiving Bachelors Degree |
| ☐ 3. After high school | ☐ 7. After Masters Degree |
| ☐ 4. While in college | ☐ 8. Other time (specify) |
| | _____ |
| | _____ |

b. Please double check (✓✓) the most important item(s) and single check (✓) the less important item(s) which prompted you to become a teacher.

- | | |
|---|--|
| ____ 1. Like the profession | ____ 6. Great need for good teachers |
| ____ 2. Financial gain | ____ 7. Paid holidays and minimum number of working days |
| ____ 3. Influence of a friend, a teacher | ____ 8. No other job was available |
| ____ 4. Family tradition (father or mother or relative was a teacher) | ____ 9. Other (specify) |
| ____ 5. Like children | _____ |
| | _____ |
| | _____ |

V. Please indicate your preference for the following questions by checking the category corresponding to your response.

1. In terms of your present job, how appropriate was the training you obtained at the training college?

()	()	()	()	()
Extremely		Undecided		Extremely
Appropriate	Appropriate	or Neutral	Inappropriate	Inappropriate

2. In terms of your professional interests, how appropriate has the course work of the training college generally been?

()	()	()	()	()
Extremely		Undecided		Extremely
Appropriate	Appropriate	or Neutral	Inappropriate	Inappropriate

3. In terms of your academic and intellectual interests, during the training period, how challenging or enlightening was the course work in general?

☐ ☐ ☐ ☐ ☐
 Extremely Undecided Extremely
 Challenging Challenging or Neutral Unchallenging Unchalleng.

4. During your training period, how would you characterize your interaction and relationship with the faculty of the college?

☐ ☐ ☐ ☐
 Very cordial Cordial Little
 relationship relationship Undecided relationship
 and interaction and interaction or Neutral and interaction

☐
 Very little
 interaction
 and relationship

5. During the training period, what was the number of courses at the college in which you have experienced superior instruction?

☐ ☐ ☐ ☐ ☐
 Nearly A large Undecided A small Nearly
 all subjects Proportion or Neutral Proportion None

6. In terms of the number of theory courses and practical courses that you have taken, your entire teacher preparation seems to be characterized by which of the following statements? (Please check one.)

- ☐ Overemphasis on theory
- ☐ Overemphasis on practicums
- ☐ Underemphasis on theory
- ☐ Underemphasis on practicums
- ☐ Proper balance between theory and practice
- ☐ None of the above (please explain)

7. What degree of personal attention and guidance did you receive from your professor or professors during the training period?

()	()	()	()	()
Very High	High	Undecided	Low	Very Low
Degree	Degree	or Neutral	Degree	Degree

8. In your opinion, how well qualified (in terms of their teaching performance, interest, and attitude toward helping students, etc.) were the majority of professors who taught you while under the B.T./B.Ed training?

()	()	()	()	()
Very well	Moderately	Undecided	Poorly	
Qualified	Qualified	or Neutral	Qualified	Unqualified

9. What is your opinion of the facilities and equipment available for your training both at the college and at the secondary school where you did your practice teaching?

()	()	()	()	()
Quite		Undecided		Quite
Adequate	Adequate	or Neutral	Inadequate	Inadequate

10. How friendly, cooperative and helpful were the teachers and headmaster of the secondary school where you did the practice teaching?

()	()	()	()	()
Very friendly			Unfriendly	Very unfriendly
cooperative		Undecided	Uncoop.	Uncooperative
and helpful	Moderately	or Neutral	Unhelpful	Unhelpful

VI. How well do you feel that you are performing the following professional activities by circling the number that best corresponds to your behavior:

	Very Adeq.	Adeq.	Neut.	Inadeq.	Very Inadeq.
a. Large group instruction	5	4	3	2	1
b. Use of Instructional Materials	5	4	3	2	1
c. Preparation of inexpensive teaching materials	5	4	3	2	1
d. Short field trips	5	4	3	2	1
e. Experimenting with new instructional methods	5	4	3	2	1
f. Individual guidance and counseling for students	5	4	3	2	1
g. Special attention to slow learners	5	4	3	2	1
h. Participation and leader- ship in extra curricular activities	5	4	3	2	1
i. Cooperative work with other teachers in school programs and planning	5	4	3	2	1
j. Classroom discipline	5	4	3	2	1
k. Teacher self-evaluation	5	4	3	2	1
l. Teacher participation in professional organizations and conferences	5	4	3	2	1
m. Research and innovations	5	4	3	2	1

	Very Adeq.	Adeq.	Neut-	Inadeq.	Very Inadeq.
n. Articles for professional journals	5	4	3	2	1
o. Leadership for school activities	5	4	3	2	1
p. Leadership for community activities such as village development, arts or sports clubs, library or social functions	5	4	3	2	1
q. Participation in local (panchayat) government	5	4	3	2	1
r. Public lectures made and conferences attended	5	4	3	2	1
s. Participation in vocational training for the unskilled	5	4	3	2	1
t. Individual conferences with students	5	4	3	2	1
u. Group conferences with staff, administrators and parents	5	4	3	2	1
v. Arrangement of summer institutes, seminars and other in-service training programs	5	4	3	2	1
w. Presenting model observation lessons for the benefit of the school staff	5	4	3	2	1

	Very Adeq.	Adeq.	Neut.	Inadeq.	Very Inadeq.
x. Examinations and other student evaluation systems	5	4	3	2	1
y. Participation in moral and/or religious instruction	5	4	3	2	1
z. Efficiency in overall performance at school	5	4	3	2	1
aa. Interest and attitude toward teaching	5	4	3	2	1
bb. Awareness of educational goals	5	4	3	2	1
cc. Commitment to the teaching profession	5	4	3	2	1
dd. Attitude toward introducing change both at school and in the community	5	4	3	2	1
ee. Familiarity with the evaluation techniques	5	4	3	2	1

VII. Data on Educational Goals and Aspirations: Please indicate how you feel about the following statements by checking () the answer that best describes your personal feelings.

1. The existing pattern of the Secondary School teacher preparation program is so excellent that it needs no change or modification.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

2. Classroom instruction and guidance should be the two main tasks of the teacher and not research or experimentation.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

3. Strict discipline should be maintained in the classroom instead of all out freedom for the students to do what they please by way of learning.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

4. A teacher dominated classroom is more desirable than a student dominated one.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

5. The present salary scale for teachers is reasonable and attractive, compared to the salaries given to people with similar education in business or industry.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

6. My knowledge for teaching in high school is sufficiently satisfactory that I don't need to go and attend any in-service training or summer institutes.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

7. My education and training at the teacher training college encouraged me to undertake or help with certain community development activities.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

8. In addition to my school work, I am very active in community activities such as clubs, library, panchayat, and community development programs.

()	()	()	()	()
Very		Undecided	Hardly	Not
True	True	or Neutral	True	True

9. The literacy rate in my village/town/city has increased considerably ever since a high school and/or college was established in my town.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

10. There is a great shortage of well trained staff to teach high school vocational subjects in India.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

11. There should be more high schools offering a variety of vocational subjects throughout the country coupled with the growth of industry, if India wants to solve her unemployment problem.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

12. There is very little time and opportunity at my school to practice the teaching methods and techniques that I learned at the training college.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

13. I had to wait almost a year or more after completing the teacher training degree to find a teaching position.

()	()	()	()	()
Very		Undecided	Hardly	Not at
True	True	or Neutral	True	All True

14. Teaching is a profession as that of medicine and engineering and therefore, there should be more rigid admission standards for the selection of teachers, as has been practiced by their counterparts in other professions.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

15. Teaching is something more than a paying job for me since I love it.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

16. The education of teachers is a continuous and on going process. Therefore, teachers should be re-trained every year for providing the latest knowledge in teaching through in-service training programs.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

17. The teacher should act as a mediator between school and community to convey each others ideas and opinions.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

VII. Please write your comments, if you have any, on how much you like the college and the training program that you attended. A word or two about the problems you face in the present job or the school at which you are teaching will also be of interest to us. If you have any suggestions to improve either the training program or secondary education in general, please feel free to write that also. You may use additional sheets if the given space is not enough.

APPENDIX C

QUESTIONNAIRE FOR COLLEGE OR UNIVERSITY FACULTY

Questionnaire for College or University Faculty

(Please be sure to answer all questions)

I. Personal Vita:

a. Full name _____
Last First Middle

b. Permanent address _____

c. Place of Birth _____
City/Village State

d. Age _____

e. Sex 1. _____ 2. _____
Male Female

f. Marital Status: 1. _____ 2. _____ 3. _____
Single Married Widow/
Widower

II. Education:

a. Highest Earned Degree

1. _____ Masters _____
Major Minor

2. _____ Doctorate _____
Major Minor

b. University which conferred the highest degree on you: _____

c. Teacher Training Degree(s), if any (please check one or more)

- | | |
|----------------|----------------|
| 1. _____ B.T. | 3. _____ M.Ed. |
| 2. _____ B.Ed. | 4. _____ None |

d. Name and address of the training college or university you graduated from:

III. Experience:

a. What is your official title at the college: (Please check one)

- | | |
|--------------------|--------------------------|
| 1. _____ Lecturer | 4. _____ Dept. Chairman |
| 2. _____ Professor | 5. _____ Other (specify) |
| 3. _____ Reader | _____ |

b. How long have you occupied your present position? (Please check one)

- | | |
|-----------------------------|------------------------------|
| 1. _____ Less than one year | 4. _____ Three to four years |
| 2. _____ One to two years | 5. _____ Four to five years |
| 3. _____ Two to three years | 6. _____ Over five years |

c. What was your position prior to the present one?

Position

c. (continued)

Name of Institution

Address

d. Why did you leave that position? Please double check (✓✓) the most important reason and single check (✓) the less important ones (check more than one).

- | | |
|---|--|
| 1. _____ poor pay | 7. _____ No scope for research and development |
| 2. _____ Away from home | |
| 3. _____ No challenge | 8. _____ Impressed with the program at the present institution |
| 4. _____ Personal reasons (Illness, Marriage, etc.) | |
| 5. _____ Lack of reputation | 9. _____ No extra curricular activity |
| 6. _____ High cost of living | 10. _____ Misunderstanding with the administration or faculty |
| | 11. _____ Other (please Specify) |
- _____

e. Please show by double checking (✓✓) what you like most and by single checking (✓) what you like least about your present job.

- | | |
|------------------------|----------------------|
| 1. _____ Paid vacation | 2. _____ Good Salary |
|------------------------|----------------------|

- | | |
|---|---|
| 3. _____ Good working conditions | 12. _____ A steady job of little worry |
| 4. _____ Friendly people to work with | 13. _____ Mental and Physical strain is very little |
| 5. _____ Chance for promotion | 14. _____ Prestige and respect in the community |
| 6. _____ Facilities for research | 15. _____ Opportunity for professional upgrading |
| 7. _____ Good relations with the administration | 16. _____ Other (please specify) |
| 8. _____ Opportunity for further studies | _____ |
| 9. _____ Opportunity to conduct experimental programs | _____ |
| 10. _____ Great challenge of working with young teachers | _____ |
| 11. _____ Better building, library laboratory and other facilities. | _____ |

IV. Institutional Data:

- a. What subjects/courses do you teach? (Please list by order of importance.

- b. How many hours of classroom teaching do you have on each day?

1. _____ One to two

2. _____ Three to Four

3. ____ Four to Five

5. ____ More than Six

4. ____ Five to Six

c. Have you conducted any educational research so far*

1. ____ Yes

2. ____ No

If you answered "yes", please specify. _____

d. Have you developed any new methods, techniques or teaching materials as a result of your research?

1. ____ Yes

2. ____ No

e. Have you published the findings of your research or written any articles in professional journals?

1. ____ Yes

2. ____ No

f. Have you undertaken any voluntary work in your community for its socio-economic and political development? (please check one)

1. ____ Yes

2. ____ No

If, "yes", please indicate the nature of the work by checking more than one of the following:

1. ____ Helped to set up or run a library

2. ____ Active worker in local sports or arts club

* If you are doing any research now, please be sure to answer "yes."

3. ☐ Gave public lectures on hygienic living and Sanitary conditions.
4. ☐ Raised money, food and clothing to help the poor
5. ☐ Assisted in the village government
6. ☐ Encouraged student teachers to take part in community activities
7. ☐ Developed a new farming technique in the village and thus helped to increase agricultural productivity
8. ☐ Set up new school(s) with the community cooperation to eradicate illiteracy
9. ☐ Other (please specify)

g. Do you have any training in vocational guidance and counseling?

1. ☐ Yes
2. ☐ No

h. Do you teach any of the following subjects at the training college? (check one or more)

- | | |
|---|--|
| 1. ☐ Agriculture | 7. ☐ Distributive Education |
| 2. ☐ Home Economics | 8. ☐ None of these |
| 3. ☐ Technology | 9. ☐ Other Vocational subjects (please specify) |
| 4. ☐ Office Occupations | |
| 5. ☐ Guidance and Counseling | |
| 6. ☐ Commerce | |

V. General Data

Please indicate, by circling the appropriate number, how you would rate yourself, your training college, and the teacher training program that you offer. The scale means:

1. <u>Personal</u>	Very High	High	Medium	Low	Very Low
a. Your training and experience to teach in a training college.	5	4	3	2	1
b. Your interest in teacher training	5	4	3	2	1
c. Your knowledge in teaching methods	5	4	3	2	1
d. Your knowledge in new teaching techniques	5	4	3	2	1
e. Your willingness to introduce change	5	4	3	2	1
f. Your belief in theory over practice	5	4	3	2	1
g. Your manners and personal appearance in the classroom	5	4	3	2	1
h. Your willingness for individual assistance to students	5	4	3	2	1
i. Your interest in extra-curricular activities	5	4	3	2	1
j. Your cooperative or team work with the other faculty members.	5	4	3	2	1

	Very High	High	Medium	Low	Very Low
k. Your prejudice toward subjects (disciplines) other than yours	5	4	3	2	1
l. Your relationship with the administrative staff	5	4	3	2	1
m. Your ability to evaluate the student teacher	5	4	3	2	1
n. Your ability to do research	5	4	3	2	1
o. Your willingness to experiment new ideas	5	4	3	2	1
p. Your ability to write and publish articles in professional journals	5	4	3	2	1
q. Your openness to suggestions of improve- ment from your colleagues	5	4	3	2	1
r. Your ingenuity and innovativeness in teaching and research	5	4	3	2	1
s. Your subject matter competency	5	4	3	2	1
t. Your commitment to teaching profession	5	4	3	2	1

2. Training College

a. Suitability of the train- ing college location (land area, position, nearness to public trans- portation, etc.)	5	4	3	2	1
--	---	---	---	---	---

	Very High	High	Medium	Low	Very Low
b. Convenience of the building(s)	5	4	3	2	1
c. Physical appearance or beauty of the building and grounds	5	4	3	2	1
d. Practicability of the furniture and classroom equipment (movable desk and chairs, screens to use projectors etc.)	5	4	3	2	1
e. Collection of professional books and journals in the library	5	4	3	2	1
f. Ease in using the library (the way how books are arranged, fast service etc.)	5	4	3	2	1
g. Yearly allotment of money for <u>library</u> books	5	4	3	2	1
h. Facilities and equipment in the laboratory	5	4	3	2	1
i. Amount of money allotted for the yearly purchase of laboratory equipment	5	4	3	2	1
j. Student teaching facilities at the laboratory school, if there is any	5	4	3	2	1

	Very High	High	Medium	Low	Very Low
k. Building, equipment and other facilities for extra-curricular activities	5	4	3	2	1
l. Convenience of con- ference rooms, assembly hall, etc.	5	4	3	2	1
m. Compatability of the building to the health and safety of its occupants. (Precaution for fire prevention, hygienic surroundings etc.)	5	4	3	2	1
3. <u>The Educational Program</u>					
a. Clarity of the educa- tional philosophy	5	4	3	2	1
b. Clarity of the educa- tional objectives	5	4	3	2	1
c. Provision for the devel- opment of the whole personality	5	4	3	2	1
d. Planning and arrange- ment of the program to achieve the stated objectives	5	4	3	2	1
e. Flexibility of the curriculum	5	4	3	2	1
f. Provision for individual and independent study	5	4	3	2	1

	Very High	High	Medium	Low	Very Low
g. Use made of the instructional materials available	5	4	3	2	1
h. Development of useful and inexpensive teaching aids	5	4	3	2	1
i. Student participation in extra-curricular activities	5	4	3	2	1
j. Relationship between school programs and actual life experiences	5	4	3	2	1
k. Opportunities to develop social trait and behavior patterns of students and teachers through extra curricular activities	5	4	3	2	1
l. Student interest and participation in maintaining a student government (assembly) in the college	5	4	3	2	1
m. Opportunity to express hidden leadership abilities of students	5	4	3	2	1
n. Opportunity to express and develop the latent talents of students	5	4	3	2	1
o. Coordination of the vocational and educational guidance services	5	4	3	2	1

	Very High	High	Medium	Low	Very Low
p. Personal assistance to students in meeting their "educational, vocational, health, moral, social, civic, and personal <u>problems</u> "	5	4	3	2	1
q. Faculty-student interaction in and outside the classroom	5	4	3	2	1
r. Balance between theory and practice in the curriculum	5	4	3	2	1
s. Cooperation with local school systems in terms of student teaching, etc.	5	4	3	2	1
t. Time and money spent for individualized instruction	5	4	3	2	1
u. Professional courses such as, philosophy, psychology, or social foundations of education, offered at your college	5	4	3	2	1
v. Specialized courses offered for the subject matter specialization	5	4	3	2	1
w. General Education Courses (liberal arts) offered	5	4	3	2	1
x. Provision for internal assessment of students	5	4	3	2	1

	Very High	High	Medium	Low	Very Low
y. Provision made in the program for the professional growth of the faculty (eg. seminars, conferences; in-service training etc.)	5	4	3	2	1
z. Opportunity for cooperative projects with other training colleges	5	4	3	2	1

VI. Miscellaneous Data:

Please indicate by checking (✓) on the given scale, how you feel about the following statements:

- (a) Training Colleges should offer a regular four-year integrated bachelors degree program instead of a one year Bachelor of Teaching or Bachelor of Education diploma.

()	()	()	()	()
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

- (b) An extended period of training, not exceeding two years beyond bachelors degree, would be more desirable than a four-year bachelor of education program to meet the shortage of qualified secondary school teachers in India

()	()	()	()	()
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

- (c) The present one-year B.T./B.Ed. program is quite satisfactory and adequate enough to provide the necessary training for a prospective teacher.

()	()	()	()	()
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

- (d) Teaching is a profession as that of medicine or engineering, and therefore the recruitment of teachers should be with as much care and concern as that of the latter professions:

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (e) People who turn to teaching as a last resort should be recruited for the job, with much care.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (f) Interest and aptitude of the prospective teachers should be tested before they are actually admitted for the training.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (g) Educational qualification, teaching ability and the contribution made to his areas of specialization should be the criterion for placing one as department chairman or dean, instead of just the number of years of experience the person has.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (h) Increased freedom in the classroom definitely creates added confusion in the classroom.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (i) The teacher should know the family conditions and home environment of each of his students.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (j) A student has the right courteously to break in a lecture class and disagree openly with the teacher.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (k) At least part of the teacher training should be vocational education.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (l) Every teacher training college should have a written statement of its objectives, in spite of the fact that it is part of a big university which has a definite aim and purpose.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (m) Research and experimentation are two of the main jobs a training college should do.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (n) Instruction is the most important task of an educational institution and training colleges are no exception from that.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (o) There should be a continuous evaluation of the effectiveness of curricula and procedures of the college.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (p) Students and faculty should have proper representation on the policy making body of the college.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (q) The faculty of the college should have the final say in matters pertaining to academic programs and standards.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (r) The facilities, equipment and program as a whole of my College are adequate enough to offer a quality training for the prospective teachers.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (s) The admission policies and practices of my college are to be modified to get the best quality students for teaching profession.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (t) The present number of staff members in my college is large enough to operate a smooth training program.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (u) A training college faculty member should have at least some teacher training by way of professional preparation, in addition to his subject matter specialization.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (v) The faculty should give leadership in community activities and should thus try to establish a cordial relationship between the college and the community.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (w) Individual training colleges should be given the authority to evaluate their student teachers' performance and award degrees or diplomas instead of arranging the annual, university-level, external examinations.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (x) Internal assessments are often biased, positively or negatively toward the students and, therefore, only an external examiner would be able to determine the merit or worth of a student from an impartial standpoint.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

- (y) A person's ability for a profession cannot be determined through one or two written examinations, but a series of regular observations of his behavior and performance.

()	()	()	()	()
Strongly				Strongly
Agree	Agree	Undecided	Disagree	Disagree

VII. Please write your comments, if any, about the teacher training program offered at your college or in the country as a whole.

APPENDIX D

QUESTIONNAIRE FOR THE ADMINISTRATORS

Questionnaire for the Administrators ¹

I. Personal Data:

- a. Name _____
 first middle last
- b. Official Title (Principal, Headmaster, etc.) _____

- c. Office Address _____

- d. Marital Status: 1. _____ single 2. _____ married
3. _____ widow/widower
- e. Sex: 1. _____ Male 2. _____ Female
- f. Place of Birth _____
 city/village district
_____ state
- g. Age _____

II. Educational Data:

- a. Highest degree earned (check one and cross out that which is not applicable):
1. _____ B.A./B.Sc _____ Major _____ Minor

¹ The term "administrator" is used here for any individual involved in school administration or supervision at the state, local or federal level as headmaster/principal, department chairman, school inspector, university vice chancellor or ministry of education official.

2. _____ M.A./M.Sc. _____ Major _____ Minor

3. _____ Ph.D. _____ Major _____ Minor

4. _____ Other (please specify) _____

b. Name and address of the university which conferred the highest degree:

c. Degree earned in Education: (check one or more)

1. _____ B.T./B.Ed. _____ Major _____ Minor

2. _____ B.T./M.Ed. _____ Major _____ Minor

3. _____ D.Ed. _____ Major _____ Minor

4. _____ Other Diplomas (specify) _____

d. Name and address of the training college(s) you graduated from:

1. _____

2. _____

3. _____

4. _____

e. Have you had any specific training in school/college/university
administration?

1. _____ Yes 2. _____ No

If you answer "yes", please list the courses or subjects and
the number of quarters or years of such training that you have had.

1. _____ course/subject _____ Length in months

2. _____ course/subject _____ Length in months

3. _____ course/subject _____ Length in months

4. _____ course/subject _____ Length in months

f. What specific academic training helped you to achieve the present
administrative position? (please be specific)

g. Do you think that your education and training is adequate enough
to successfully perform the administrative duties that you are
performing now?

1. _____ Yes 2. _____ No

If your answer is "No", please state what other training, you think,
an administrator ought to have.

1. Occupational Data:

a. How long since you are an administrator? (check one)

- | | |
|------------------------------|------------------------------|
| 1. _____ Less than a year | 4. _____ Five to ten years |
| 2. _____ One to two years | 5. _____ More than ten years |
| 3. _____ Three to four years | |

b. How long have you occupied your present position?

- | | |
|------------------------------|------------------------------|
| 1. _____ Less than a year | 4. _____ Five to ten years |
| 2. _____ One to two years | 5. _____ More than ten years |
| 3. _____ Three to four years | |

c. Please check and indicate how you achieved the present position:

- | | |
|---|--|
| 1. _____ Promotion by seniority | 5. _____ Elected by popular vote |
| 2. _____ High academic degree | 6. _____ Appointed by the ministry of education or directorate |
| 3. _____ Preferred choice of the school/college board | |
| 4. _____ High recommendation from a former employer or friend | 7. _____ Other (please specify) |
| | _____ |
| | _____ |

d. Please check those items which primarily attracted you to accept an administrative job. (check one or more)

- | | |
|---------------------------|---|
| 1. _____ Better pay | 4. _____ Better living conditions |
| 2. _____ Nearness to home | 5. _____ High prestige in the community |
| 3. _____ More challenge | 6. _____ Less cost of living |

- | | |
|---|--|
| 7. _____ Easy job | 10. _____ Interest in admin-
istration and
supervision |
| 8. _____ Opportunity to try new
Educational ideas | 11. _____ Chance for
promotion |
| 9. _____ Opportunity to get
acquaintance with
high ranking edu-
cationists | 12. _____ Other (please
specify) _____ |
-
-

e. Please check to indicate whether the following activities took place at your institution or office, after your taking charge of its administration. (Please check more than one item if applicable. Please double check () those activities which took place more than once.)

- | | |
|---|--|
| 1. _____ Research and development | 9. _____ Increased community
participation in
school/college
activities |
| 2. _____ Experimental Program | |
| 3. _____ Periodic (quarterly or monthly
evaluation of your staff | 10. _____ Increased school
participation in
community activities
(cleaning villages,
building roads, etc.) |
| 4. _____ New library system for book
distribution | |
| 5. _____ Developed instructional
materials | 11. _____ Increased physical
education facilities |
| 6. _____ Curriculum change or
revision | 12. _____ Conducted summer
institutes and other
in-service programs |
| 7. _____ Consult the faculty and
students for policy making | |
| 8. _____ New buildings and equip-
ment | 13. _____ Opened laboratory
schools and experi-
mental or training
programs |

14. _____ Increased faculty participation in professional organizations

16. _____ Landscaping and beautifying of the grounds

15. _____ Faculty and student cooperative projects

17. _____ Other (please specify)

f. Do you have any teaching experience?

1. _____ Yes 2. _____ No

If you answer "yes" please state the length of such experience in years or months. _____

g. How often do you visit and supervise the teaching performance of your faculty members? (please check one)

1. _____ Once a week

5. _____ Once in six months

2. _____ Once a month

6. _____ Once a year

3. _____ Once in two months

7. _____ Other (please specify)

4. _____ Once in three months

h. What is the nature of the teacher evaluation your institution follows? (please specify)

1. _____ Classroom observation

4. _____ Teachers' own representatives conduct the evaluation and then report the findings to the

2. _____ Individual conferences with teachers

3. _____ Teacher-self-evaluation

5. _____ A combination of a few of these

6. _____ A combination of a few of these

7. _____ None of these (If you check this item, please specify what evaluation method is practiced at your institution)

1. Please check on the following list all the subjects/courses that are offered to major or minor at your school/college/department of education. Please double check () majors and single check () minors.

1. _____ Agriculture

14. _____ History

2. _____ Biology

15. _____ Home Science

3. _____ Botany

16. _____ Hygiene

4. _____ Business

17. _____ Mathematics

5. _____ Chemistry

18. _____ Music

6. _____ Commerce

19. _____ Office Occupations

7. _____ Crafts

20. _____ Physical Education

8. _____ Distributive Education

21. _____ Physics

9. _____ Economics

22. _____ Psychology

10. _____ English

23. _____ Regional Languages

11. _____ Fine Arts

24. _____ Science (General)

12. _____ Geography

25. _____ Social Studies

13. _____ Hindi

26. _____ Technical Education

27. _____ Trade and Industry

28. _____ Other (please specify)

IV. Data on Programs, Facilities, Equipment and Personnel

Please indicate by circling the appropriate number, how you would rate the following:

A. Program at your institution

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
1. Theoretical emphasis on various subjects	5	4	3	2	1
2. Practical emphasis on various subjects	5	4	3	2	1
3. Balance between both theory and practice	5	4	3	2	1
4. Provision for individualized study	5	4	3	2	1
5. Provision for independent study	5	4	3	2	1
6. Specificity of educational objectives	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med</u>	<u>Low</u>	<u>Very Low</u>
7. Flexibility of the curriculum	5	4	3	2	1
8. Planning and arrangement of the program	5	4	3	2	1
9. Number of professional courses offered	5	4	3	2	1
10. Practical applicability of the courses to life situations	5	4	3	2	1
11. Number of vocational courses offered	5	4	3	2	1
12. Number of subjects offered for special- ization	5	4	3	2	1
13. Provision for research and development	5	4	3	2	1
14. Facilities for recreational and other social activities	5	4	3	2	1
15. Facilities for teacher- self-evaluation	5	4	3	2	1
16. Physical education facilities	5	4	3	2	1
17. Opportunity for student participation in school functions	5	4	3	2	1
18. Relationship between school/college activities and actual life experiences	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
19. Student interest and participation in maintaining a student assembly	5	4	3	2	1
20. Vocational and academic guidance services at the institution	5	4	3	2	1
21. Assistance to students in meeting various (educational, vocational, health, moral, social, civic and personal) problems	5	4	3	2	1
22. Opportunity for interaction between students and teachers	5	4	3	2	1
23. Number of modern experimental programs offered	5	4	3	2	1
24. Number of in-service programs arranged every year	5	4	3	2	1
25. Number of conferences scheduled to be held each year for the faculty and administration	5	4	3	2	1
26. Flexibility of the daily schedule	5	4	3	2	1
27. Freedom of expression on the campus for both faculty and students	5	4	3	2	1
28. Provision for the exchange of teachers between one institution and another	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
29. Provision for field trips and excursions	5	4	3	2	1
30. Provision for other extra-curricular and co-curricular activities	5	4	3	2	1
31. Provision for parent-teacher conferences	5	4	3	2	1
32. Provision for moral and religious instructions	5	4	3	2	1
33. Provision for programs or projects to be held in cooperation with other institutions	5	4	3	2	1
34. Number of special courses offered for women	5	4	3	2	1
B. <u>Facilities at your institution</u>					
1. Convenience of the building in general	5	4	3	2	1
2. Spaciousness of classrooms	5	4	3	2	1
3. Beauty, neatness and convenience of classrooms	5	4	3	2	1
4. Nearness to public transportation	5	4	3	2	1
5. Beauty and cleanliness of grounds	5	4	3	2	1
6. Number of books in library	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
7. Facilities for independent study	5	4	3	2	1
8. Availability of library books, maps, charts, etc. for the students	5	4	3	2	1
9. Convenience in the use of laboratory room	5	4	3	2	1
10. Availability of necessary laboratory equipment	5	4	3	2	1
11. Student recreation facilities	5	4	3	2	1
12. Staff recreation facilities	5	4	3	2	1
13. Boarding and lodging facilities for students	5	4	3	2	1
14. Availability of living accommodations for the staff	5	4	3	2	1
15. Size and convenience of the school/college book store	5	4	3	2	1
16. Convenience of the cafeteria and other eating facilities	5	4	3	2	1
17. Convenience of the assembly hall	5	4		2	1
18. Availability of bathrooms and other hygienic facilities	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
19. Facilities for Arts and Crafts classes	5	4	3	2	1

C. Equipment at your institution

1. Availability of office equipment (typewriters, duplicator, adding machine, etc.)	5	4	3	2	1
2. Number of maps, charts, etc.	5	4	3	2	1
3. Availability of laboratory equipment to provide practical experience for students	5	4	3	2	1
4. Supply of ordinary classroom appliances like blackboards, desks, chairs, etc.	5	4	3	2	1
5. Supply of teaching aids	5	4	3	2	1
6. The amount of teaching aids designed and produced at the school	5	4	3	2	1
7. Availability of mass media, such as radio, television, etc. at the school	5	4	3	2	1
8. Availability of public address system, telephone etc.	5	4	3	2	1
9. Availability of modern lighting, air conditioning, etc.	5	4	3	2	1
10. Availability of games and sports equipment	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
11. Availability of musical instruments	5	4	3	2	1

D. Personnel at your institution

1. Adequacy of the teaching staff at the school/college	5	4	3	2	1
2. Adequacy of the number of non-teaching staff	5	4	3	2	1
3. The number of teachers with a B.T./B.Ed. degree	5	4	3	2	1
4. The number of staff members without a bachelors degree	5	4	3	2	1
5. The number of teachers without any kind of teacher training	5	4	3	2	1
6. The number of teachers with masters degrees	5	4	3	2	1
7. The number of teachers with doctoral degrees	5	4	3	2	1
8. The number of teachers who teach <u>subjects other than their own field of specialization</u>	5	4	3	2	1
9. The number of teachers with two to five years of teaching experience	5	4	3	2	1
10. The number of teachers with two to five years of teaching experience	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
11. The teaching ability of large majority of teachers at your institution	5	4	3	2	1
12. Creativity in teaching	5	4	3	2	1
13. Cooperation among the staff	5	4	3	2	1
14. Teachers' individual assistance to students	5	4	3	2	1
15. Staff participation in extra-curricular activities	5	4	3	2	1
16. Teacher participation in community enterprises	5	4	3	2	1
17. Teacher cooperation with the principal and administrative staff	5	4	3	2	1
18. Research interest of teachers	5	4	3	2	1
19. Teachers' interest in introducing experimental methods and techniques	5	4	3	2	1
20. Use made of the available teaching aids	5	4	3	2	1
21. Teachers' ability to make inexpensive instructional materials	5	4	3	2	1
22. Interest in teaching, as expressed by majority of teachers and observed by the administrator	5	4	3	2	1

	<u>Very High</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>	<u>Very Low</u>
23. Teachers' knowledge in the subject matter he teaches	5	4	3	2	1
24. Teachers' understanding of the student needs	5	4	3	2	1
25. Extra-curricular activities initiated by the teachers	5	4	3	2	1
26. Teachers' interest and participation in professional organizations and other professional activities	5	4	3	2	1
27. The leadership ability of the staff	5	4	3	2	1
28. Articles written in school professional journals by the teachers	5	4	3	2	1
29. The number of teachers who earned special degrees or diplomas while in service	5	4	3	2	1
30. The number of teachers who shared their professional competency with other institutions	5	4	3	2	1

V. Attitude and Interest Data:

Please indicate your preference for the following statements by checking on the scale given under each statement. Please give the first reaction that comes to your mind as your response.

(a) Teaching or instruction is the primary task of the teacher and research should be conducted only by those who are free from teaching.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(b) One-year B.T./B.Ed. program is quite sufficient to provide the basic training needed to teach in secondary schools.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(c) In the light of poor quality teaching, widely seen in secondary schools, I tend to say that the present teacher training program should be extended for more than one year.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(d) A four-year education major would be more desirably to prepare quality teachers for our secondary schools than the existing one-year program.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(e) Selection and recruitment of teachers should be more strict in education because education is a profession as that of engineering or medicine.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(f) Those people who come to teaching as a last resort should be discouraged from entering into it.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(g) Interest and aptitude of the prospective teachers should be tested before they are admitted for teaching training.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(h) Higher educational qualification and superior teaching ability should be the main criteria for placing one as an administrator in a school or college instead of a "seniority promotion" based on the number of years of experience one has.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(i) Teachers should be encouraged to experiment in their local schools, new methods and techniques, and to introduce new ideas which they learned at the training college, in spite of the rigid curriculum they have to follow.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(j) School should be a community in itself where students and teachers should be able to experience a community living.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(k) Training colleges should give more emphasis on practical training than on theoretical content materials.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (l) Teachers colleges should definitely offer courses in vocational subjects such as agriculture, commerce, trade, industry, arts, business, and crafts, in addition to the professional courses that they are offering.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (m) There is hardly any balance between general, specialized and professional subjects now widely offered in training colleges.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (n) There should be a continuous evaluation of the effectiveness of the curricula and procedure of the school/college.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (o) Each high school and college should be given the authority to evaluate their students and their performances, instead of just one external examination which determines the success or failure of all the students.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (p) Internal assessment is more valid and reliable than an external assessment.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(q) Internal assessments are often biased, positively or negatively, against the student and therefore only an external examiner could determine the actual merit of the student from an impartial stand point.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(r) It takes more money, equipment, and facilities to experiment and improve any educational system.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(s) Added cost of a new program should not be considered as the main criterion for stopping it, but its overall effectiveness and its contribution to the educational system of the country.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(t) Teachers and students should have adequate freedom of expression on the campus.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

(u) Teachers and administrators should update their professional knowledge by attending periodic conferences, seminars, and inservice training programs.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (v) Character building is definitely the primary aim of secondary education and therefore moral and religious instruction should be made an essential part of their curriculum.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (w) Part-time training courses and summer-cum-correspondence courses should be increased to alleviate the great shortage of secondary school teachers.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

- (x) Individual high schools and training colleges should be free to frame their own curriculum which they think would suit the local conditions and needs instead of following a state-wide or university-wide curricula.

()	()	()	()	()
Strongly		Undecided		Strongly
Agree	Agree	or Neutral	Disagree	Disagree

VI.

- (a) If you could, which of the following changes would you like to see incorporated into the present secondary school teacher education program? (please check one or more)

1. _____ More liberal arts courses outside of education
2. _____ Less emphasis on theoretical subjects
3. _____ More emphasis on professional subjects such as philosophy, psychology, guidance, etc.
4. _____ More emphasis on education as a field of inquiry and research

5. _____ An extended period of practice teaching
6. _____ More field trips, excursions and visits to other training colleges
7. _____ More vocational and technical subjects in the curriculum
8. _____ Increased interaction between faculty and students
9. _____ Less emphasis on the external(university-level) examinations.
10. _____ Increased internal assessments
11. _____ More emphasis on extra curricular and co-curricular activities
12. _____ More inservice training programs for teachers and administrators
13. _____ Increased school participation in community activities
14. _____ Increased vocational guidance program for students
15. _____ Other (please specify) _____

(b) If you could begin your professional career again would you still choose to become a teacher or educator?

1. _____ yes 2. _____ no

If the answer is "no" please explain why _____

(c) If you have any additional comments to make about your school/college/office, its program, personnel, training, etc., please write them below. If you have any recommendations to improve the secondary school teacher education program in India please list them.

APPENDIX E

LIST OF REGIONAL COLLEGES UNDER STUDY

THE LIST OF REGIONAL COLLEGES UNDER STUDY

<u>Code Number</u>	<u>Name and Address of the College</u>	<u>Principal</u>
001	Regional College of Education Ajmer, Rajasthan	Mr. P.D. Sharma
002	Regional College of Education Bhopal, Madhya Pradesh	Dr. G. Chaurasia
003	Regional College of Education Bhubaneswar, Madhya Pradesh	Dr. R.C. Das
004	Regional College of Education Mysore City, Mysore	Miss A. Chari

APPENDIX F

LIST OF TRADITIONAL COLLEGES SELECTED FOR THE STUDY

LIST OF TRADITIONAL COLLEGES SELECTED FOR THE STUDY

<u>Code Number</u>	<u>Name and Address of the College</u>	<u>Principal</u>
025	Mar Theophilus Training College Bethany Hills Trivandrum-15, Kerala	Rev. Fr. Jos Mathew
026	Mount Carmel Training College Kottayam P.O. Kerala	Sister M. Crucifixa
027	Mount Tabor Training College Palthanapuram P.O. Kerala, S. India	Dr. Vincent Murthy
028	St. Joseph Training College for Women Kovila valtom Rd. Ernakulam-1, Kerala	Mrs. Lily Kurian Verghese
029	Meston Training College Madras-14, Tamil Nadu	Dr. R. John Victor
030	St. Christopher's Training College 10 Rundalls Rd. Vepery, Madras-7 Tamil Nadu	Miss G.R. Samuel
031	Govt. College of Education Mysore-1, Mysore	Dr. K. Basaviah
032	Govt. College of Education Belgaum, Mysore	Dr. S.M. Krishnan
033	M.E.S. Teachers College Malleswaram, Bangalore-3	Dr. C. Rangaehar

<u>Code Number</u>	<u>Name and Address of the College</u>	<u>Principal</u>
034	Govt. Training College Rajmundry, A.P.	Dr. (Mrs.) S. Kausalya
035	Govt. Training College Mellore, A.P.	T.R. Deenadayal
036	Maharajah's Training College Viziaragram-2, A.P.	Dr. B. Surya Roo
037	Govt. College of Education Bhepal, M.P.	Dr. R.G. Dave
038	Sri Mahesh Teachers College Jodhpur	Dr. S.N. Balya
039	P.V. D.T. college of Education for Women 1, Nothibai Thackersey Rd. Maharshi Karve Rd., Bombay-20	Dr. (Mrs.) Shakuntala K. Mehta
040	Secondary Training College 3, Mahapalika Marg Bombay-1	Miss S.S. Boyce
041	D.M. College of Education Maxga, Punjob	Dr. R.P. Garg
042	Govt. College of Education Chandigarh, Punjob	Dr. N.L. Dosajh
043	State College of Education Patiala	Dr. (Miss) P. Dutt

<u>Code Number</u>	<u>Name and Address of the College</u>	<u>Principal</u>
044	Christian Training College Lucknow, U.P.	Dr. N. Cecil
045	Teachers Training College Somastipur, Bihar	Dr. Hareshwari Prasad
046	Govt. College of Education Burdwan	Dr. Rames Chandra Das
047	Calcutta Girls B.T. College 6/1 Swinhoe St. Ballygunge, Calcutta-19	Mrs. Latika Gupta
048	Govt. Training College Sambalpur	Dr. Bholanath Misra
049	Radha Nath Training College Cuttack, Orissa	Dr. S. Nath

APPENDIX G

LIST OF UNIVERSITY DEPARTMENTS OF
EDUCATION SELECTED FOR THE STUDY

LIST OF UNIVERSITY DEPARTMENTS OF EDUCATION
SELECTED FOR THE STUDY

<u>Code Number</u>	<u>Name and Address of the Institution</u>	<u>Principal or Chairman</u>
010	Agra University R.B.S. College of Education Agra, U.P.	B.D. Singh (Principal)
011	Department of Education Allahabad University Allahabad, U.P.	Mr. S.K. Pal (Chairman)
012	Department of Education Alligarh Muslim University Alligarh, U.P.	Dr. Ishrat Husain (Acting Head of the Department)
013	Department of Education Gauhati University Gauhati, Assam	Dr. B.C. Kar (Dept. Head)
014	University Training College (Faculty of Education) Nagpur University Nagpur, Madhya Pradesh	Mr. G.A. Puranik (Dean and Principal)
015	Patna University Patna Training College Patna, Bihar	Dr. D.N. Sinha (Principal)
016	R.V. Teachers College Rashtreeya Sikshana Samithi Jayanagar, Bangalore--11, Mysore	Dr. D.R. Murughen- drappa (Principal)
017	Sadhana School of Educational Research and Training (Bombay University) Juhu Road, (Near Lions Children's Park) Santa-Cruz, (West), Bombay-54	Dr. N.N. Shukla (Principal)

<u>Code Number</u>	<u>Name and Address of the Institution</u>	<u>Principal or Chairman</u>
018	University College of Education Sagar University Sagar, Madhya Pradesh	Dr. A. Misra (Dean)
019	M.B. Patel College of Education Sardar Patel University Vallabha Vidyanagar, Gujarat	Dr. R.S. Trivedi (Chairman)
020	Vinaya - Bhavan Viswabharathi University Shantiniketan P.O. Dist. Birbhum, W. Bengal	Dr. Dwijendra Nath Ray (Chairman)

APPENDIX H

THE INITIAL SAMPLE USED FOR THE
VALIDATION OF INSTRUMENTS

THE INITIAL SAMPLE USED FOR THE VALIDATION
OF INSTRUMENTS

Mr. Jagjit Singh Grewal, Lecturer
Regional College of Education
Bhopal, M.P., India

Mr. Bholu Nath Lal, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mrs. Savitri Masih, Lecturer
Regional College of Education
Bhopal, M.P., India

Mr. Suresh Kumar Mohapatra, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mr. Chandrasekaran Nair, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mr. Avinash Chandra Pachauri, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mr. S.P. Sharma, Lecturer
Regional College of Education
Bhopal, M.P., India

Mr. Jagdish Kumar Sood, Lecturer
Regional College of Education
Ajmer, Rajasthan, India

Mr. Kudpi Nagesh Tantry, Lecturer
Regional College of Education
Mysore City, Mysore, India

APPENDIX I

OBSERVATION CHECK-LIST USED IN THE STUDY

Observation Check-list

- I. 1. Name _____
2. School Address _____
3. Male _____ Female _____
4. Date of Observation _____
5. Class or Grade Teaching _____
6. Number of Students _____
7. Duration of the Class _____
8. Subject Taught _____
9. Trained at:
- a. RCE _____
- b. Tradi. College _____
- c. Univ. Depts. _____
10. Approx. age _____

11. Length of Teaching Experience _____						
		Below				
II. A. <u>Classroom Observation</u>		Excellent	Good	Average	Average	Poor
1. Appearance of the teacher		_____	_____	_____	_____	_____
2. Tempo of voice		_____	_____	_____	_____	_____
3. Mannerisms, if any		_____	_____	_____	_____	_____
4. Neatness of dress		_____	_____	_____	_____	_____
5. Punctuality		_____	_____	_____	_____	_____
6. Fear or anxiety on the face		_____	_____	_____	_____	_____
7. Respect toward students		_____	_____	_____	_____	_____
8. Interest in the subject		_____	_____	_____	_____	_____
9. Proficiency in the subject		_____	_____	_____	_____	_____
10. Oral expression		_____	_____	_____	_____	_____

	Excellent	Good	Average	Below Average	Poor
11. Interest in students	—	—	—	—	—
12. Willingness to help the students	—	—	—	—	—
13. Effort in clarifying the subject	—	—	—	—	—
14. Preparedness	—	—	—	—	—
15. Impartiality	—	—	—	—	—
16. Sense of humor	—	—	—	—	—
17. Use of new methods and techniques	—	—	—	—	—
18. Familiarity with current events	—	—	—	—	—
19. Faith in Indian educational system	—	—	—	—	—
20. Use of teaching aids	—	—	—	—	—
21. Use of modern instructional devices	—	—	—	—	—
22. Class participation	—	—	—	—	—
23. Freedom of expression in the classroom	—	—	—	—	—
24. Discipline	—	—	—	—	—
25. Cooperative efforts	—	—	—	—	—
26. Patience	—	—	—	—	—
27. Self-confidence	—	—	—	—	—
28. Desire to correct weakness	—	—	—	—	—
29. Use made of classroom appliances	—	—	—	—	—
30. Classroom discussion	—	—	—	—	—
31. Creative teaching	—	—	—	—	—
32. Willingness to adapt change	—	—	—	—	—
33. Individual assistance given in the classroom	—	—	—	—	—
34. Motivating the pupil	—	—	—	—	—
35. Skill in organizing the classroom activities	—	—	—	—	—

	Excellent	Good	Average	Below Average	Poor
36. Assignments given	—	—	—	—	—
37. Directing the students for self-evaluation	—	—	—	—	—
38. Use of different instructional methods	—	—	—	—	—
39. Avoiding sarcasam in dealing with pupils	—	—	—	—	—
40. Willingness to give extra time to the pupil who needs it	—	—	—	—	—
41. Help pupils to think for themselves	—	—	—	—	—
42. Helping students to maintain high moral and spiritual values	—	—	—	—	—
43. Trying new ideas in the classroom	—	—	—	—	—
44. Conceptualization of educational problems	—	—	—	—	—
45. Appearance of the classroom	—	—	—	—	—
46. Clarity of the objective	—	—	—	—	—
47. Leadership in classroom	—	—	—	—	—
48. Practical experiments conducted	—	—	—	—	—
49. Familiarity with student problems	—	—	—	—	—
50. Use of latent talents	—	—	—	—	—
51. Honesty and sincerity in teaching	—	—	—	—	—
52. Familiarity with evaluation techniques	—	—	—	—	—
<u>A. Program as a Whole</u>					
1. Provision for independent study	—	—	—	—	—
2. Provision for individual instruction	—	—	—	—	—
3. Practical use of subjects offered	—	—	—	—	—
4. Provision for practice teaching	—	—	—	—	—
5. General interest in vocational subjects	—	—	—	—	—

	Excellent	Good	Average	Below Average	Poor
6. Opportunity given for team works	_____	_____	_____	_____	_____
7. Availability of professional courses	_____	_____	_____	_____	_____
8. Faculty involvement in student activities	_____	_____	_____	_____	_____
9. Student initiatives and participation in school functions	_____	_____	_____	_____	_____
10. Flexibility of the schedule	_____	_____	_____	_____	_____
11. Emphasis placed on specialization	_____	_____	_____	_____	_____
12. Research studies held	_____	_____	_____	_____	_____
13. Emphasis placed on research and development	_____	_____	_____	_____	_____
14. Teacher self-evaluation	_____	_____	_____	_____	_____
15. Classroom supervision	_____	_____	_____	_____	_____
16. Student evaluation procedure	_____	_____	_____	_____	_____
17. Provision to develop teaching aids	_____	_____	_____	_____	_____
18. Use made of the available teaching aids	_____	_____	_____	_____	_____
19. Opportunity to visit other training aids	_____	_____	_____	_____	_____
20. Provision for observation classes	_____	_____	_____	_____	_____
21. Opportunity to meet and hear other educators	_____	_____	_____	_____	_____
22. Cooperation from the local schools	_____	_____	_____	_____	_____
23. Provision for extra-curricular activities	_____	_____	_____	_____	_____
24. Recreational facilities	_____	_____	_____	_____	_____
25. Literary societies to assist the intellectual growth	_____	_____	_____	_____	_____
26. Assignments and homeworks	_____	_____	_____	_____	_____

	Excellent	Good	Average	Below Average	Poor
27. Student activities	—	—	—	—	—
28. Opportunity to experiment new programs	—	—	—	—	—
29. Guidance and counseling services	—	—	—	—	—
30. Student-teacher interaction through seminars, discussions, etc.	—	—	—	—	—
31. In-service programs for local teachers	—	—	—	—	—
32. In-service for own staff	—	—	—	—	—
33. Provision for community involvement	—	—	—	—	—
34. Curriculum and its setting	—	—	—	—	—
35. Moral and religious instructions	—	—	—	—	—
36. Graduate program offered	—	—	—	—	—
37. Professional conferences and seminars held on the campus	—	—	—	—	—
38. Leadership given to solve the community problems	—	—	—	—	—
39. Type of examination system	—	—	—	—	—
40. Evening and summer programs	—	—	—	—	—
41. Provision to encourage women teachers	—	—	—	—	—
42. Program to alleviate illiteracy	—	—	—	—	—
43. Special programs to teach the handicapped	—	—	—	—	—
C. <u>Building, Facilities, Staff and Equipment</u>					
1. Outward appearance of the building	—	—	—	—	—
2. Spaciousness	—	—	—	—	—
3. Ventilation and light	—	—	—	—	—
4. Garden and yard	—	—	—	—	—
5. Availability of sufficient classrooms	—	—	—	—	—

	Excellent	Good	Average	Below Average	Poor
6. Availability of an auditorium	—	—	—	—	—
7. Availability of small conference rooms	—	—	—	—	—
8. Arrangement of staff and student commons	—	—	—	—	—
9. Office for the professors	—	—	—	—	—
10. Location of principals office and administrative staff	—	—	—	—	—
11. Set up of the college in the community	—	—	—	—	—
12. Nearness to roads and railways	—	—	—	—	—
13. Boarding facilities	—	—	—	—	—
14. Recreation facilities	—	—	—	—	—
15. Library and reading room	—	—	—	—	—
16. Laboratory for science subjects	—	—	—	—	—
17. Play grounds	—	—	—	—	—
18. Cafeteria or canteen	—	—	—	—	—
19. Dormitory and other living accommodations on the campus	—	—	—	—	—
20. School transportation	—	—	—	—	—
21. Public address system	—	—	—	—	—
22. Availability of necessary books in the library	—	—	—	—	—
23. Availability of telephone and radio	—	—	—	—	—
24. Lighting arrangements	—	—	—	—	—
25. Office equipment (typewriter, duplicator, etc.)	—	—	—	—	—
26. Sports and arts equipment	—	—	—	—	—
27. Equipment for vocational subjects	—	—	—	—	—
28. Laboratory equipment for science subjects	—	—	—	—	—

	Excellent	Good	Average	Below Average	Poor
29. Ordinary classroom appliances	—	—	—	—	—
30. Mops, charts, models, etc.	—	—	—	—	—
31. Audio-visual equipment	Very high	High	Medium	Low	Very low
32. Availability of teaching staff	—	—	—	—	—
33. Availability of administrative staff	—	—	—	—	—
34. Availability of office staff (clerical and secretarial)	—	—	—	—	—
35. Training and experience of teachers	—	—	—	—	—
36. Average educational qualification of teachers	—	—	—	—	—
37. Staff with research background	—	—	—	—	—
38. Staff who made one or more publica- tions	—	—	—	—	—
39. Those who do creative teaching	—	—	—	—	—
40. Number of staff who give their service to other training institutions	—	—	—	—	—
41. Team works done by the staff	—	—	—	—	—
42. Staff who have local and national reputation	—	—	—	—	—
43. Cooperation between staff and administration	—	—	—	—	—
44. Staff who gives leadership to community activities	—	—	—	—	—
45. Number of teachers who tried experimental programs	—	—	—	—	—
46. Number of teachers who made discoveries or inventions	—	—	—	—	—
47. Number of teachers who received distinguished service awards	—	—	—	—	—
48. Number of teachers who served on national committees	—	—	—	—	—
49. Number of evaluation experts	—	—	—	—	—
50. Number of curriculum experts	—	—	—	—	—

III. Make comments on other items of interest that may be observed during the visit. Be constructive and at the same time critical.

APPENDIX J

INTERVIEW SCHEDULE USED FOR THE STUDY

INTERVIEW SCHEDULE

The interview schedule is strictly for the use of the evaluator and not for the interviewee. Items in the schedule are only suggestive guide-lines. Questions ought to be re-worded or revised to suit the local conditions in which the interview takes place. It is more appropriate to use a tape-recorder to record the responses instead of simply writing them down which will often be slow and incomplete. The interviewer should feel free to eliminate any item if not applicable to certain individuals or local situations. The approximate duration of the interview is 45 minutes. Use the native language or Hindi instead of English, if it is more convenient both for the interviewer and for the subject.

I Personal Data:

(a) Name _____

(b) Address _____

(c) Official Title _____

(d) Nature of the Profession

(1)	_____	Student Teacher
(2)	_____	Secondary School Teacher
(3)	_____	Faculty of a College
(4)	_____	Administrator of a College
(5)	_____	U.S. Consultant
(6)	_____	Ministry of Education Official
(7)	_____	Other (specify) _____

(e) Marital Status

(1)	_____	Single	(2)	_____	Married
(3)	_____	Widow			

(f) Sex

(1)	_____	Male	(2)	_____	Female
-----	-------	------	-----	-------	--------

(g) Number of dependents: (Wife, children, father, mother, sisters, brothers, etc.)

- (1) _____ Less than two
- (2) _____ Between two and four
- (3) _____ Between four and six
- (4) _____ Between six and eight
- (5) _____ Between eight and ten
- (6) _____ More than ten (How many? _____)

II Educational Data (check the appropriate)

(a) Highest degree earned:

- (1) _____ High School
- (2) _____ Two Years of College
- (3) _____ Four Years of College
- (4) _____ B.A./B.Sc. degree
- (5) _____ Doctorate
- (6) _____ Other (specify) _____

(b) Nature of the institution graduated from:

- (1) _____ Multipurpose high school
- (2) _____ Higher Secondary school
- (3) _____ Regular high school
- (4) _____ Liberal Arts/Science College
- (5) _____ Teacher training College
- (6) _____ University Department of Education
- (7) _____ Correspondence School/College
- (8) _____ Other (specify) _____

(c) Major area of specialization: (specify)

(d) Minor area of specialization: (specify)

(e) What degree are you now working on? (if any)

(f) Have you had any special training in the subjects you are teaching?

(1) _____ Yes (specify)

(2) _____ No

(g) What specific training helped you to achieve the present position?

(h) What additional training would you like to get to become more effective in your job?

(i) Have you won any scholarship honors or distinguished awards during your training period?

No _____

Yes _____ (Please specify)

III Occupational Data:

(a) How long have you held your present position?

(b) What were your previous jobs?

1. _____
2. _____
3. _____
4. _____

(c) Why did you leave those jobs? (Check one or more)

- | | | | |
|----------|----------------------------|-----------|-----------------------------------|
| 1. _____ | Poor Pay | 6. _____ | Conflict with colleagues |
| 2. _____ | Far from home | 7. _____ | Work terminated |
| 3. _____ | No challenge | 8. _____ | Not in my field of training |
| 4. _____ | No chance for
promotion | 9. _____ | Language and cultural
barriers |
| 5. _____ | Did not like
the work | 10. _____ | Other (specify) |

(d) How did you obtain the present position? (Check more than one if applicable).

1. _____ Seniority
2. _____ Higher training while on job
3. _____ Recommendation of a friend or relative of
high authority.
4. _____ Elected by popular vote
5. _____ Won a competitive examination
6. _____ National reputation through books, articles or
research.
7. _____ Other (specify)

(e) What are the factors which attracted you to the present position? (Please check more than one and double check the most important)

- | | | | |
|----------|---|-----------|-------------------------------|
| 1. _____ | Higher salary | 6. _____ | Better housing |
| 2. _____ | Opportunity to
advance | 7. _____ | More challenge |
| 3. _____ | Nearness to home | 8. _____ | Facilities and equip-
ment |
| 4. _____ | Urban living | 9. _____ | Opportunity for research |
| 5. _____ | Availability of food
and other daily needs | 10. _____ | Easy job |

11. ☐ Interest in working with people
 12. ☐ Less cost of living
 13. ☐ Prestige
 14. ☐ Other (Specify) _____

(f) How long do you think that you will continue in the present position?

1. ☐ Years ☐ months
 2. ☐ indefinite ☐ until retirement

IV Curricular and Institutional Data:

(a) Are you satisfied with the present educational system of your institution?

1. ☐ Yes
 2. ☐ No (If "No" explain why)

(b) What change would you like to see implemented in the present teacher training program? (Please check more than one)

- | | |
|---|---|
| 1. ☐ Increase the length of training. | 8. ☐ More experimental program |
| 2. ☐ Place more emphasis on specialization | 9. ☐ Periodic curriculum revision to suit the local conditions |
| 3. ☐ Professional training should be increased | 10. ☐ In-service training for teachers |
| 4. ☐ General education should be more | 11. ☐ Better training facilities and equipment |
| 5. ☐ Internal assessment in place of external examination. | 12. ☐ Increased staff participation in policy making |
| 6. ☐ More educational research. | 13. ☐ More community involvement in school activities |
| 7. ☐ Better qualified staff | 14. ☐ Localization of training colleges |

15. _____ Other (specify)

(c) What changes by way of improvements were you able to introduce at your institution so far? (Please check more than one)

- | | |
|--|--|
| 1. _____ Increased the number of qualified staff. | 12. _____ Introduced modern instructional materials |
| 2. _____ Revised the curriculum | 13. _____ Increased community involvement in school activities |
| 3. _____ Conducted research | |
| 4. _____ Introduced new instructional techniques. | 14. _____ Introduced more efficient office procedures |
| 5. _____ Started experimental program | 15. _____ Improved the staff salary |
| 6. _____ Increased administrative efficiency | 16. _____ Increased the cooperation between training colleges |
| 7. _____ Conducted periodic evaluation of staff | 17. _____ Sanctioned money for the improvement of the program |
| 8. _____ Strengthened the faculty - student relationship | 18. _____ Received recognition for the high percentage of students completing their college or high school |
| 9. _____ Developed new instructional materials. | 19. _____ Improved the relationship between staff and administration. |
| 10. _____ Improved the library | 20. _____ Other (specify) |
| 11. _____ Designed or built new buildings. | |

(d) What are the basic courses which constitute your curriculum?

(e) What are the extracurricular activities offered for students and staff of your institution?

(f) What extracurricular or co-curricular activities do you like most?

(g) If you are given the authority to introduce changes in your institution what are some of the changes you would definitely introduce? (Cover curriculums, administration, personnel, building, equipment and programs as a whole)

(h) What are some of the changes you would like to see introduced in the teacher training program of this country?

(i) What are some of the hindrances in introducing such changes?

(j) How valuable are the in-service training programs?

- (k) What merit do you see in summer seminars and conferences for subject teachers?

- (l) Is it beneficial to conduct correspondence courses and summer or evening courses to train teachers? (explain)

- (m) Is it desirable to replace external examination with internal assessment?

- (n) In your opinion, should the cost of a program be the prime criterion to continue or discontinue it?

1. ☐ Yes 2. ☐ No

- (o) What are your recommendations to solve the teacher shortage of the country?

- (p) Have you participated in any social, economic or political programs of your community during the past five years?

☐ No ☐ Yes (explain)

- (q) Do you think that vocational education should be a part of the teacher training program? 1. ☐ Yes 2. ☐ No (explain)

- (r) Should the multi-purpose high school idea be continued?

☐ No ☐ Yes (explain)

- (s) Is better teacher training a means to improve the secondary education?

1. ☐ Yes 2. ☐ No

(t) What would you consider as better teacher training?

(u) Is the lack of sufficient funds the main reason for a poor quality teacher education program in this country?

_____ Yes _____ No

If not, what is (are) the main factor(s)? _____

(v) What are your recommendations to eliminate unemployment among the educated people?

(w) What are your suggestions to increase the literacy rates of the country at a much faster pace?

V General Data

(a) What is the career that you are most interested in? (Double check the ones most interested in and single check the ones less interested in)

- | | |
|-------------------------|----------------------------------|
| 1. _____ Business | 9. _____ Farming |
| 2. _____ Factory worker | 10. _____ Crafts |
| 3. _____ Trade | 11. _____ Teaching |
| 4. _____ Commerce | 12. _____ Administration |
| 5. _____ Law | 13. _____ Banking |
| 6. _____ Medicine | 14. _____ Other (Please specify) |
| 7. _____ Engineering | _____ |
| 8. _____ Priesthood | _____ |

(b) How important, in your opinion, is research in education?

- (c) How far do you think that the United States has assisted the improvement of Indian education?

- (d) Would you recommend a four-year teacher preparation program in place of the present one-year B.T. program for the Indian education?

1. _____ Yes 2. _____ No (Explain why)

- (e) What are some of your suggestions for the improvement of the Indian secondary teacher training programs, now in operation?

BIBLIOGRAPHY

- Adams, Stacy J. Interviewing Procedures: A Manual for Survey Interviewers. Chapel Hill, North Carolina: The University of North Carolina Press, 1958.
- The American Association of Colleges for Teacher Education, Evaluative Criteria for Accrediting Teacher Education; A Source Book on Selected Issues. Washington, D. C. : The American Association of Colleges for Teacher Education, 1957.
- Barker, Kenneth H. (editor), AACTE Handbook of International Education Programs. Washington, D. C. : The American Association of Colleges for Teacher Education, 1963.
- Beecher, Dwight Everett and Troyer, Maurice E. The Evaluation of Teaching; Backgrounds and Concepts. New York: Syracuse University Press, 1949.
- Bloom, Benjamin S. Taxonomy of Educational Objectives; Handbook I: Cognitive Domain. New York: David McKay Company, Inc. 1966.
- Buchanan, C. Harvey et. al. Indian Institute of Technology, Kanpur; Five Years of Progress. (An Evaluation and Report for the Steering Committee, Kanpur Indo-American Program), Newton, Massachusetts: Nanpur, Indo-American Program, 1968.
- Byrn, Darcie, et. al. Evaluation in Extension. Washington, D. C. : U. S. Department of Agriculture, 1960.
- Chandler, B. J. et. al. (editors) Innovation in Teacher Education. Evanston, Illinois: Northwestern University Press, 1965.
- Conant, James Bryant The Education of American Teachers. New York: McGraw Hill Book Company, 1963.
- Cook, Desmond L. Program Evaluation and Review Techniques. Columbus, Ohio: The Ohio State University, 1966.

- Cooper, James G. Basic Statistical Analysis for Educational Research. Albuquerpue, New Mexico: University of New Mexico, 1967.
- Coster, John K. and Ihnen, Loren A. "Program Evaluation," Review of Educational Research. Vol. XXXVIII, No. 4, Washington, D. C. : American Educational Research Association, October, 1968.
- Davis, Hazel Evaluation of Classroom Teachers. Washington, D. C. : National Education Association, 1964.
- Davitz, Joel R. and Davitz, Lois Jean A Guide for Evaluating Research Plans. New York: Teachers College Press, Columbia University, 1967.
- Denemark, George W. (editor) Criteria for Curriculum Decisions in Teacher Education; A Report from the ASCD Commission on Teacher Education. Washington, D. C. : Association for Supervision and Curriculum Development, 1963.
- Downie, N. M. Fundamentals of Measurement, Techniques and Practices. New York: Oxford University Press, 1966.
- Fenlason, Anne F. and Ferguson, Grace B. Essentials in Interviewing. New York: Harper and Row Publishers, 1962.
- Filingen, George A. Kansas State University's Eight Years in India. Report of Progress, Kansas: Kansas State University, 1964.
- Ford, Roxana R. and Hoyt, Cyril J. The Identification and Measurement of Secondary School Homemaking Teachers' Attitudes and Other Characteristics Associated With Their Ability to Maintain Desirable Learning Situations. St. Paul, Minnesota, 1960.
- Furst, Edward J. Constructing Evaluation Instruments. New York: David McKay Company, Inc. 1964.
- General Committee, Evaluative Criteria; 1960 Edition. Washington, D. C. : National Study of Secondary School Evaluation, 1965.
- Gronlund, Norman E. Measurement and Evaluation in Teaching. New York: The Macmillan Company, 1966.
- Guba, E. G. "Evaluation and Process of Change " Notes and Working Papers Concerning the Administration of Programs. Washington, D. C. : Government Printing Office, 1967. pp. 305-321.

- Haney, Philip H. Candrakant, L. S. Operational Work-Plan, Multipurpose Secondary Education. New Delhi: Regional Colleges of Education April 1, 1967 (Mimeographed).
- Howes, Raymond F. (editor) Vision and Purpose in Higher Education. Washington, D. C.: The American Council on Education, 1967.
- Humphrey, Richard A. (editor) Universities and Development Assistance Abroad. Washington, D. C.: The American Council on Education, 1967.
- Kahn, Robert L. and Cannell, Charles F. The Dynamics of Interviewing: Theories, Techniques and Cases. New York: John Wiley and Sons, Inc. 1965.
- Kempfer, Homer India's New National Institute of Education. School and Society. Summer 1962.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc. 1964.
- Krathwohl, David R. et. al. Taxonomy of Educational Objectives: Handbook II: Affective Domain. New York: David McKay Company, Inc. 1965
- Lawrence H. S. S. In-Serviced Teacher Education. New Delhi: Ministry of Education, Government of India, 1950.
- Linder, Roscoe George An Evaluation of the Courses in Education of a State Teachers College. New York: Teachers College, Columbia University, 1935.
- Metzner, Seymour "The Teacher Preparation Myth: A Phoenix Too Frequent," Phi Delta Kappan. Vol. L, No. 2, Bloomington, Indiana, October 1968.
- Ministry of Education, Government of India, Education and National Development; Report of the Education Commission 1964-66. New Delhi: Ministry of Education, Government of India, 1966.
- Ministry of Education, Government of India, Education in India 1953-54. Agra, India: Agra University Press, 1965.
- Ministry of Information and Broadcasting, Government of India, India, A Reference Manual. New Delhi: Ministry of Information and Broadcasting, Government of India, 1964.

Moser, C. A. Survey Methods in Social Investigation. London: Heinemann Educational Books Ltd., 1962.

National Association of Teacher Educators, The D. Ed. Program, (no. 6) New Delhi: National Association of Teacher Educators, 1966. (Pamphlet).

National Council of Education Research and Training, Plan and Program: Regional Colleges of Education. New Delhi: National Council of Educational Research and Training, 1963.

Plan and Program: Multipurpose Secondary Schools. New Delhi: National Council of Educational Research and Training, 1964.

Plan and Courses of Study: Demonstration Multipurpose Higher Secondary Schools. New Delhi: National Council of Educational Research and Training, 1965.

Nearing, Charles Lynn The Use of Kinescope Recordings for Observation of Classroom Situations in a Beginning Teacher Training Course. Ann Arbor, Michigan: Unpublished Doctoral Dissertation, 1962

The New England Educational Assessment Project, A Guide to Assessment and Evaluation Procedures. Providence, Rhode Island: The New England Educational Assessment Project, 1967.

Office of International Programs, Higher Education and The International Flow of Manpower: Implications for the Developing World. (Proceedings of the National Conference). Minnesota: University of Minnesota, 1967.

Oppenheim, A. N. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc. 1966.

Owen, Thomas R. and Stufflebeam, Daniel R. An Experimental Comparison of Item Sampling and Examinee Sampling for Estimating Test Norms. Columbus, Ohio: The Ohio State University Evaluation Center, 1967.

Planning Commission, Government of India, Third Five Year Plan. New Delhi: Government of India Planning Commission, 1961.

Pomeroy, Edward C. (editor) Frontiers in Teacher Education; Nineteenth Yearbook Washington, D. C.: AACTE, 1966

- Pomeroy, Edward C. Strength Through Reappraisal: Sixteenth Yearbook.
Washington, D. C.: The American Association of Colleges for
Teacher Education
- Ramkrishna, G. V. et.al. Report of the Joint Indo-U. S. Technical
Assistance Study Team on Agricultural Universities in India.
Washington, D. C.: The United States Agency for International
Development, 1967.
- Redfern, George B. How to Appraise Teaching Performance Columbus,
Ohio: School Management Institute, Inc. 1964.
- Remmers, H. H. "Rating Methods in Research on Teaching," Handbook
of Research on Teaching. N. L. Gage (editor), The American
Educational Research Association, Chicago: Rand McNally and
Company, 1965.
- Richardson, Stephen A., et.al. Interviewing: Its Forms and Functions.
New York: Basic Books, Inc., 1965.
- Rothney, John W. M. Evaluating and Reporting Pupil Progress.
Washington, D. C.: The National Education Association, 1966.
- Sanford, Nevitt Where Colleges Fail: A Study of the Student as a
Person. San Francisco, California: Jossey _ Bass Inc., 1967.
- Shukla, Suresnchandra "Education and Training of Teachers in India,"
The Education and Training of Teachers, The Yearbook of Education.
New York: Hartcourt Brace and World, Inc. 1963.
- Sims, Ray Polytechnic Education in India, A Critical Evaluation.
Report presented to Professor Humayun Kabir, Minister of Scientific
Research and Cultural Affairs, New Delhi: November 1963, (typewritten)
- Stufflebeam, Daniel L. Evaluation Under Title I of the Elementary
and Secondary Education Act of 1965. Keynote Address to the
Michigan State Education Department, Washington, D. C. U. S.
Office of Education, 1966.
- "Evaluation a Concept in Need of Evaluation," Theory Into Practice,
Columbus, Ohio: College of Education, The Ohio State University, 1966.

Tyler, Ralph Perspectives of Curriculum Evaluation. (AERA Monograph Series on Curriculum Evaluation), Washington, D. C.: American Educational Research Association, 1967.

Umstattd, J. G. College Teaching, Background, Theory, Practice. Washington, D. C.: The University Press of Washington, 1964.

Verduin, John R. Conceptual Models in Teacher Education. Washington D. C.: The American Association of Colleges for Teacher Education, 1967.

Williams, Clinton W. Long Range Assistance Strategy for Education in India. Paper Submitted to the USAID Office, Washington, D.C.: USAID, February, 1964.